

A STUDY OF THE SOCIAL AND  
EDUCATIONAL INTERESTS OF SOME KANSAS RESIDENTS  
AND THEIR NEED FOR LIBRARY SERVICE

by

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## INTRODUCTION

All types of library service exist to make books and other printed materials useful to people, regardless of whether these people are located in urban or rural areas. This was the philosophy upon which the American Library Association was founded in 1879, and has remained the ideal of the library profession since that time.<sup>1</sup> Library service has become more and more a function of government and tax-supported institutions. As in the case of most other tax-supported services, financial aid and support has come to be of vital importance to the functioning of the library system.<sup>2</sup> Increased study has become necessary to determine the most efficient method in which to make books available to people, especially those people residing in rural farm and non-farm areas. It is essential to know whether farmers and village residents read, what they read, where they get their reading material, and what sources should be available to furnish them with additional reading matter.

## PURPOSES OF THIS STUDY

University Library Extension in Kansas has been established as a part of the program of the five state tax-supported institutions. Three of these institutions have been visited and included in this study. Kansas State College at Manhattan, and

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<sup>1</sup>"Public Libraries in the United States." American Library Association, A.L.A. Bulletin, October, 1954, 48:473.

<sup>2</sup>Loc. cit.

the Kansas State Teachers College of Emporia were studied as colleges in which this service has been carried on as a part of the work of the College Library. University of Kansas Extension Library Service at Lawrence was studied as an example of service carried on by a division separate from the university library, and under the supervision of the Extension Division. The extension library service of the Kansas State College Library has been given particular study and comparison through data gathered from a file of 2955 extension request letters for the two periods, fiscal years 1928/29 through 1937/38 and 1944/45 through 1953/54. In addition, the Tri-County Library Survey carried on in the spring of 1956 by the Kansas State College Extension Service, and the Manhattan, Kansas, Public Library has been included in this report. In the study of these letters, the following questions have been considered:

What per cent of requests received from residents of Kansas have been filled at Kansas State College each year during the two ten-year periods?

How does the total number of requests compare during these periods?

Are the extension library requests mainly from adults or from public school borrowers?

Which areas of the state send in the largest number of requests?

Have there been any definite trends in subject area during these two periods?

What special library needs are shown by the Tri-County

## Survey?

This study has seemed particularly pertinent at this time for these reasons:

The Extension Division of Kansas State College is included in the re-organization of the School of Agriculture.

The Kansas Library Association is formulating a state plan to meet the requirements of the Federal Library Services Bill.

## TECHNIQUES AND PROCEDURES USED

The first phase of this study consisted of searching for and reading the available literature on University Library Extension. Many periodical references on the subject of library extension were found in Library Literature and other periodical indexes, but not a great many recent references were located on this phase of library extension. A thesis on University Library Extension, by Eula B. Toale<sup>1</sup> was borrowed from the University of Michigan, on inter-library loan. Sections of books and periodical references from the college library furnished other material for background study. This literature dealt with extension library procedures in other states. In an effort to relate this material to the problem to be considered in this thesis, it was determined to collect data on two other university extension library services in Kansas, and to compare these with the work which had been done in this field at Kansas State College Library.

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<sup>1</sup>Eula B. Toale, University Library Extension, unpublished M.S. Thesis, University of Michigan, Ann Arbor, Michigan, 1950.

The descriptive method of research was used in collecting materials for this study. Frederick L. Whitney has characterized this method as follows:

The descriptive method of research is fact-finding with interpretation. It may take many forms, such as the school or community survey; the genetic or continuity check; the case or the case-group study; job and activity analysis, including difficulty analysis; documentary or informational analysis; legal research; and other forms and types of reflective thinking.<sup>1</sup>

Since descriptive research interprets the present, it was also necessary to use the historical method to determine past experience, trends, and attitudes in this field of library service.<sup>2</sup>

Visits were made to the University of Kansas Extension Library and to the William Allen White Library of the Kansas State Teachers College of Emporia. Data were collected from their records, and available historical material for all three institutions was studied in an effort to determine the past and present objectives and functions of these university extension library services. The purpose and philosophy of each institution was studied as a part of the historical development of each school. Since the three institutions were state controlled, all three had a definite obligation to furnish this service to the residents of the state. An effort was made in this study to analyze the present need and value of this service to these residents, and to determine if these institutions were meeting this obligation.

A file of extension request letters received from residents of Kansas by the Reference Department of the College Library had

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<sup>1</sup>Frederick L. Whitney, The Elements of Research, p. 187.

<sup>2</sup>Ibid., p. 192.

been kept in that department. This file contained letters received from Kansas residents from the time the library had been moved into the present building, September, 1927, to the present date. Since the available letters covered a long term of years, it was decided to use the letters from two ten-year periods as a basis for this study.

The first ten-year period covered the fiscal years 1928/29 through 1937/38, and the second period covered the fiscal years 1944/45 through 1953/54. The letters were from many towns and rural areas in Kansas. They were written on all types and sizes of business and personal stationery and were from all ages of people. Many letters were from high school students and teachers who stated that they had no available library facilities. Many others were from club women in search of program material. A large group of requests were impossible to identify by age or occupation of the person writing the letter. A few examples of this miscellaneous group are given here.

I am constructing a series of quarter scale rifle models which, in their field have become famous in American history. To date I have been able to complete a Harper's Ferry, model 1857. . . . My interest is now centering around the Hawkins rifles, made in St. Louis around the 1840-1850 by the well known Hawkins brothers. . . . In order to construct these models, it is desirable to have photographs, sketches, drawings and other information in sufficient detail to be able to reproduce them in the scale mentioned above. . . . It would be appreciated if you could furnish me with information noted above or advise where I might obtain such data.

In our library we have only one book on Genealogy, and I am making an intensive study on the subject dealing of course with just a few definite lines. I need a great deal of material as soon as I can get it.



I hope I am not asking too much when I ask you, to please send A Name of a Famous Painter and a description of one piece (sic) of his work. I will appreciate it very much.

P.S. We are your constant radio listeners.

Please send me any booklets, pamphlets or other informative material on the current communistic movement in the United States and other parts of the world, and also material on the Co-operative movement in the United States.

For ease in handling, the letters were first filed alphabetically by the town of origin, according to the fiscal year. All letters received from the same town during each year's period were clipped together. In order to maintain a complete record of all information needed, a master file of index cards was started, with a card for each town from which a request had been received. Whenever one letter, or a group of letters was handled from a different town, a card was made for that town. These index cards were filed alphabetically by the name of the town. Each card gave the name of the town, name of county, population, information on whether the town had a library and when it was established, class of city. These cards were consulted many times in the course of the study to furnish needed statistical information. The year and number of requests for that year were noted on the town card. In addition it was found necessary to make an alphabetical index file of all counties in Kansas. After checking the file of letters for a complete year, the following records were made:

The number of requests for that year was recorded on the town card.

The name of the town with the total number of requests was

recorded on its county card.

The number of towns and counties contacted during that year was added to a summary card for the ten-year period.

At the end of the check for the first ten-year period, the counties which had sent in the largest number of requests for that period were listed. An arbitrary number was chosen, and all counties which had sent in 30 or more requests, or an average number of three requests a year, were listed as a selected group of counties. The following counties were included in this group for study:

Chase	Marshall	Republic
Clay	Mitchell	Riley
Cloud	Morris	Rush
Dickinson	Norton	Sedgwick
Haskell	Phillips	Shawnee
Jewell	Pottawatomie	Stafford
McPherson	Reno	Wabaunsee

The request letters from these counties were studied during both ten-year periods for subject interest. The letters were classified roughly according to subject matter and recorded on two summary sheets, one for the entire state, and one for the selected group of counties. Even though broad subject classifications were chosen, some letters were almost impossible to classify because of the variety of topics upon which material was requested, or because of the vague wording. The librarians had written a note on each letter, indicating whether any and how much material had been sent in response to the inquiry. If the library had not sent any books or other information, a note on the letter indicated a regret or a referral to another library

agency. These two tables were then summarized according to subject into eight large areas. An attempt was made, by the use of these tables, to determine the kind and amount of subject interest, whether there was any definite trend in the type of information requested, and the areas in which the library had not been able to send information.

County outline maps were used to show the county coverage by the number of requests from each county during the two ten-year periods, and also the rate of decline in the number of requests from the selected counties during the periods studied.

Enrollment statistics were secured by county for the period 1952/53 from Kansas State College, University of Kansas, and Fort Hays State College. The county breakdown in enrollment statistics was not available from the Pittsburg State Teachers College at the time of the study. Emporia State Teachers College enrollment statistics, broken down by county, were available only for 1953/54. There was little variation in the total enrollment for the two years, so the later figures were used for this institution. Another map was made, showing the areas of heaviest enrollment in these four state institutions. These areas of heaviest enrollment were compared with the areas of heaviest extension requests to Kansas State College Library. This was done in an effort to determine if there was any correlation between the enrollment and the extension requests.

The request letters were checked again, and statistics were compiled to show the volume of material which had been sent from the library, also the number of regrets or referrals in response



to the requests. The percentage of requests answered each year, and the percentage regretted were determined from this tabulation.

The letters were then checked to determine the source of the request, e.g., a club woman, public school teacher or student, home study student, or someone from an unidentified occupation. A tabulation was made, and percentages calculated on this information to determine the origin of most requests.

An interview visit was made to the William Allen White Library at the Kansas State Teachers College of Emporia on July 22, 1955, and the University Extension Library at the University of Kansas was visited September 8, 1955. The results of these interviews are reported under later headings of this study. A thesis by Harold Stephens<sup>1</sup> was borrowed on inter-library loan from the William Allen White Library. This thesis furnished a great deal of background information for the Emporia study.

Since rural public library service is so closely identified with the University Extension Library Service, some study has been made of this phase of the adult education movement. The Federal Library Services Bill was pending in Congress at the time of this study, and as a result of this bill the Kansas Library Association and related library agencies were formulating a state library plan for Kansas. Local library surveys were being made in some sections of the state. These developments and a summary

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<sup>1</sup>Harold H. Stephens, A Study of the Growth and Development of the Library of Kansas State Teachers College, Emporia, 1865-1930. Unpublished M.S. Thesis, Kansas State Teachers College of Emporia, 1935.

of the Tri-County Library Survey of Riley, Pottawatomie, and Wabaunsee counties are discussed in other sections of this study.

### UNIVERSITY EXTENSION

University extension, as one form of adult education, has come "to designate the multitude of activities carried on by colleges and universities to serve those not enrolled as regular students."<sup>1</sup> This type of extension was believed to have originated in England between 1870 and 1880 when Oxford and Cambridge Universities established extension lectures and traveling libraries. In the United States, Johns Hopkins University started offering extension work in the 1880's. The movement has spread rapidly in this country and has been encouraged by the establishment of the land-grant colleges, and the corresponding growth of the tax-supported Cooperative Agricultural and Home Economics Extension Service. This service was established under the Smith-Lever Act of 1914 and has advanced rapidly with the aid of additional funds granted by the Bankhead-Jones Act of 1935 and the Bankhead-Flannagan Act of 1945. These acts have all aimed at the same purpose, that of teaching the rural people how to utilize their resources to the best advantage and to secure a higher standard of living. Both agricultural extension and university extension are carried on with people and their everyday activities.

Tax-supported state colleges and universities have an obligation to make the results of the research conducted on their

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<sup>1</sup>Francis J. Brown, Educational Sociology, p. 590.

campuses, and the resources of their libraries available to the citizens of their state. University extension and agricultural extension are closely related in their objectives. President Emeritus F. D. Farrell of the Kansas State College of Agriculture has been quoted in the book, Rural Education, by Burton W. Kreitlow, as having the following point of view regarding extension work:

To develop understanding and appreciation of rural values, to promote an understanding of rural problems, to develop practical methods of solving rural problems, to make rural life more satisfying and beautiful, to promote improved integration of farming and rural life with the activities and interests of the nation.<sup>1</sup>

University extension services take many forms, such as off-campus classes, correspondence courses, institutes and lecture courses, exhibits and demonstrations, dramatic and music programs, extension library services and some other activities. It has been impossible to secure an accurate count of the number of persons served, but the growth of the movement may be measured by the membership of the National University Extension Association. This association was organized in 1915 with 22 members, mostly state universities, and had reached a membership of 76 in 1952.<sup>2</sup>

As a vital part of the adult education movement, university extension has had a very important role in taking the university to the people wherever they might be. University extension activities have proved especially effective in fitting the resources

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<sup>1</sup>Burton W. Kreitlow, Rural Education, p. 216.

<sup>2</sup>Brown, op. cit., p. 591.

of the university to the needs of the individual, regardless of his educational background or capabilities.

#### UNIVERSITY EXTENSION LIBRARY SERVICE

Extension library service may be termed an important part of the university extension service of the college or university. As it is administered in most of these educational institutions, extension library service serves the following groups of people:

Adults who seek to further their education.

Club women who do not have adequate library resources for their programs.

Small schools which lack financial resources to supply the necessary books, periodicals, and other informational materials for their pupils.

Correspondence school students who need additional books and periodicals.

Citizens of small schools and rural communities who need help from scientific or technical sources to solve some problems in their business or profession.

Older citizens who are unable to travel to their local libraries, and who desire to obtain either informational or recreational reading for their leisure years.

Public demand for this service has often originated with those individuals who have finished their required formal education, but have found that life presents many problems for which they need help and specialized attention.

The university extension library services have felt an

obligation to supplement and encourage the inadequate services of the small town public and high school libraries, but never to serve as a substitute for the local library. In an article written on the extension services of the University of Michigan Library, Clover M. Flanders, Chief Extension Librarian, stated that the University Library has made a special effort to supplement the books in the small town schools during the present educational crisis. Book stocks have been inadequate in many of the small high schools, and elementary libraries have been lacking because of the need for using school funds for school buildings and classrooms. Among other services offered to the public schools of the state, this library has co-operated each year with the Michigan High School Forensic Association by compiling a bibliography on the annual debate topic. This bibliography is sent to the member schools with a packet of free material on the debate topic of the year. Another service offered to the Michigan schools has been that of a school library consultant. This staff member has aided school administrators with specific library problems, co-operated with the university school accrediting teams, and participated in area conferences designed to improve school library conditions.<sup>1</sup>

There has been a strong demand for some type of library service from the students enrolled in the correspondence courses of the colleges and universities. Many of these people live in

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<sup>1</sup>Clover M. Flanders, "Off-campus services of the University of Michigan Library." College and Research Libraries, March, 1956, 17:160-168.



small communities and do not have ready access to library facilities. The lack of textbooks and supplementary materials in their local communities for the correspondence courses has been a great handicap and has led the students to apply to the extension division of their university for aid. In many instances this library service has expanded to include answering reference questions, compiling reading lists, planning programs, and furnishing program materials for clubs and other organizations.

The administration of extension library service has varied among the state universities. Usually the extension division of the university or college has been responsible for its organization and operation. The universities of Wisconsin and Kansas are examples of this type of service. Sometimes the extension library service has been administered by the university library in connection with the extension division of the institution. The universities of Colorado, Michigan, and North Carolina are examples of this type of administration. Certain universities are particularly strong in their extension library services in definite subject fields. Indiana University conducts a package medical service, Iowa State College has a strong service on engineering and industrial subjects, particularly in the municipal area. Minnesota University maintains a municipal reference bureau on problems of government.<sup>1</sup>

The extension library service has also proved very valuable

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<sup>1</sup>Louis R. Wilson and Maurice F. Tauber, The University Library, pp. 217-222.

to those persons who have been handicapped by a lack of formal education and who have not had access to library facilities. Other groups of people who have benefited from this service have been the physically handicapped and the shut-ins. Some libraries have compiled lists of leisure reading and hobby books especially fitted to the interests of the senior citizens of their area, thereby aiding in the much needed program of providing an interest in reading and hobbies for these people.

The demand for information has been an important factor in the development of the adult education movement. Only an informed group of citizens can take an active, intelligent, and effective part in the affairs of their community. The need for information on a variety of social, economic, and political issues and subjects has led to the establishment of the package library system. This system has proved satisfactory in many university extension divisions. A package library may be defined as a collection of various kinds of printed and typed materials pertaining to a given subject and is a "tool for implementing adult education in a democracy."<sup>1</sup> It often consists of clippings, pamphlets, documents and other types of ephemeral materials. The package library has usually been assembled for the individual borrower with reference to his particular age and educational need, and may thus be termed an individual service. The requests for these package libraries often reflect the

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<sup>1</sup>Martin P. Anderson, "The Loan Package Library," Library Quarterly, April, 1950, 20:120.

character and type of community from which they come.

The package library system is said to have originated with Frank Avery Hutchins, one of the early leaders of the library movement in Wisconsin. After many years of experience with various library agencies in that state, including university library extension, Mr. Hutchins was named head of the Wisconsin University Extension Department of Debating and Public Discussion, in 1907. He realized the importance of current material in that field and that books gave information at least a year old. He formed the practice of clipping material from periodicals and newspapers on the important questions of the day, then assembled these clippings into little "package libraries," which could be requested and mailed to interested persons throughout the state.<sup>1</sup>

The subjects of extension library requests have varied a great deal from time to time, with requests for material on controversial subjects being much in demand. Extension librarians have always felt a definite responsibility to send materials on both sides of the question on these controversial issues. Propaganda pamphlets have sometimes been used, with particular care to present both sides of the question.

There has been a noticeable increase in requests for material on issues in which citizen action is necessary. The records of the University of Wisconsin service have shown that

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<sup>1</sup>Alan Edmond Kent, "Frank Avery Hutchins: Promoter of the 'Wisconsin Idea.'" Wilson Library Bulletin, September, 1955, 30:77.



the number of requests for package libraries has varied inversely with the degree of economic prosperity in the state. Following the economic decline of 1929 the number of requests for package libraries began to increase. During the period following the war years, in the 1940's, the service started to decline in volume.<sup>1</sup> The Wisconsin service has been very successful, and has shown a healthy increase in service since it was started at the university in the spring of 1906. It was immediately accepted by the public, and the satisfaction of its users has contributed to its success and growth, rather than because of any publicity or promotional activity. An analysis of data for this particular service has shown various tendencies as follows:

The people farthest from Madison use the service more. Use of service is greatest in counties where the economic level is the lowest.

Use does not appear to be functionally related to the educational level within the county.

There seems to be little relationship between organizational density and the distribution of loan packages.<sup>2</sup>

While begun essentially as a utilitarian service, the Wisconsin service has contributed to the five functions of adult education: occupational, political, remedial, relational, and liberal. According to Anderson, loan package service of the University of Wisconsin has played an important part in the "Wisconsin idea of adult education," that one of the important functions of a university is to serve effectively all the residents of the state.<sup>3</sup>

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<sup>1</sup>Anderson, op. cit., p. 120.

<sup>2</sup>Ibid., p. 122.

<sup>3</sup>Ibid., p. 124.

The extension library program, established at the University of North Carolina in 1912 was organized under the leadership of the University Librarian, Dr. Louis Round Wilson, who was also head of the university extension division for many years. Dr. Wilson was definitely committed to the idea that the university belonged to the people, and that they should turn to it for information, inspiration, and leadership. He also believed that books and pamphlets were of small value as long as they remained on the library shelves, so some method was necessary to lend these printed materials to schools, clubs, and individuals throughout the state. This belief of the university librarian and head of the extension division gave the initial impetus to university library extension at this university.<sup>1</sup> The first library extension work from the University of North Carolina was done through the schools, and later spread to the clubs. Study outlines on many subjects have been prepared by this department and used not only in North Carolina, but in other states. The services and facilities of the library have been made available to any citizen of the state, and any book in the university library which is not limited to campus use may be loaned by mail for a limited time. The collection of books in the extension department has been revised each year so that it would not become a static collection.<sup>2</sup>

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<sup>1</sup>Russell M. Grumman and others, University Extension in Action, p. 13.

<sup>2</sup>Ibid., pp. 51-55.

Examples of the two types of extension library service mentioned above have been visited by the writer in two tax-supported educational institutions in Kansas. The extension library service at the Kansas State Teachers College of Emporia was organized and administered by the College Library. The extension service at the University of Kansas was organized and has been administered as a department of the University Extension Division. These two services are described in succeeding chapters of this study.

#### KANSAS STATE TEACHERS COLLEGE OF EMPORIA

The mail loan service of the Kansas State Teachers College of Emporia is an example of extension library service which was started and has been continued by the college library. This service was organized to extend the resources of the institution beyond the campus to the citizens of the state. Since the influence of the library has been very strong in the growth of the college, it is important to review the history of the college and the library in connection with this study.

The Master's Thesis, written in 1935 by Harold H. Stephens, entitled, A Study of the Growth and Development of Kellogg Library, Kansas State Teachers College, Emporia, 1865-1930,<sup>1</sup> has furnished much of the following information for this historical

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<sup>1</sup>Harold H. Stephens, A Study of the Growth and Development of Kellogg Library, Kansas State Teachers College, Emporia, 1865-1930, unpublished M.S. Thesis, April, 1935.

background. Much of Mr. Stephen's information was taken from official sources, from minutes of faculty and library committee meetings, from personal correspondence and from interviews with persons having a first-hand knowledge of the facts.

The Kansas State Normal School, as the college was then called, was opened in 1865 with 18 students in attendance, and with Principal Lyman B. Kellogg offering instruction. It was housed in the upper room of the Old Stone School Building owned by the city of Emporia. The lower floor was used for public school purposes. This building was one of the finest and the largest in the state and was considered a large investment for school purposes as it had cost \$5,000.00.<sup>1</sup> The original library of the college consisted of the Bible, which is still a prized possession of the college library, and a Webster's Dictionary. On the opening day of the school, President Kellogg read the "Parable of the Sower" from this Bible.<sup>2</sup> Reference and reading tables and some books to be consulted for reference purposes were added this first year. The principal felt the need of a library very keenly, and in his report to the directors he wrote as follows:

At the opening and during the school year the school suffered great inconvenience from a want of suitable text and reference books, maps and apparatus. The thorough manner in which elementary studies are pursued by students, amounting in many cases to nearly an individual investigation, renders the aid to be

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<sup>1</sup>Official Reports of the State Normal School for the Academic Year Ending December 31, 1870. Emporia, Kansas. pp. 18-20.  
<sup>2</sup>Loc. cit.

derived from such facilities imperative. . . more in normal school perhaps than in most others.<sup>1</sup>

In 1867 the enrollment had grown to 42 students and the first building, which was the property of the Kansas State Normal School, had been erected at a cost of \$15,650.00 and was formally dedicated on January 2, 1867. In this building the library was housed in the assembly room and consisted of six Webster's dictionaries and a supply of five Lippincott's gazetteers. The first non-reference books which might be called a foundation for the library consisted of a series of the poetical works of our leading American authors, "bound in blue and gold as was the style in those days."<sup>2</sup> The books were purchased by the student body from the proceeds of an entertainment. Later the students spent a social evening making covers for these books.<sup>3</sup> Between the years 1865 and 1870 the school received generous donations of text-books from eastern publishers.

The entire school plant was destroyed by fire October 26, 1878, with a loss of \$85,000.00.<sup>4</sup> An appropriation from the State Legislature of \$25,000.00 and contributions from the people of Emporia and Lyon County totaling the sum of \$20,800.00 permitted the erection of a new building in 1880.<sup>5</sup> A miscellaneous

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<sup>1</sup>Report of the Principal of the Kansas State Normal School to the Board of Directors for the Year Ending 1865. Emporia. p.5.

<sup>2</sup>Personal Correspondence, letter from Martha Spencer Hollingsworth, (Class of 1865), July 13, 1931.

<sup>3</sup>Loc. cit.

<sup>4</sup>Report of the State Normal School at Emporia, Kansas, 1880. p. 7.

<sup>5</sup>Kansas State Normal School. A History of the State Normal School of Kansas for the First Twenty-Five Years. 1889. p. 114.



collection of text books comprised the library. Again an appeal was made for resources for the library. In his report to the Board of Regents in 1880, President Welch stated that the great need of the school was for a reference library. He wrote as follows:

There is now awakened quite a spirit of inquiry among students who never had the advantages of any library, and had we the fuel to supply the flame, no doubt many lights would be the result.<sup>1</sup>

In addition to the library purchases, donations of several collections of books were made to the library, including the Plumb collection of documents and the books belonging to the Athenaeum Library Association of Emporia. Between 1880 and 1892 the resources of the library were classified and catalogued under the direction of Professor H. E. Sadler of the Natural Science and Elocution Department. By 1891-92 the library resources had grown to 7,229 volumes and the services of a full-time librarian were needed. Miss Elva E. Clarke, a graduate of the college, assumed her duties in 1892.<sup>2</sup>

In 1900 the library had grown to 15,000 volumes and was very crowded. President Taylor recognized the importance of the library in the school and in his report to the Board of Regents wrote:

Above all, its, the Normal School's library should be its crowning excellence. Nothing else aside from its

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<sup>1</sup>Report of the State Normal School at Emporia, Kansas, 1880. p. 11.

<sup>2</sup>Personal Correspondence, Letter from Elva E. Clarke. February 19, 1935.

faculty, exerts so profound an influence upon the growth and life of the coming teacher. The success of every department is dependent upon its range and quality of the books provided. In these days the standing of a school or college depends largely upon its library. . . . The time has come when we should house our present valuable library in a fireproof building and provide the additional room demanded for the other books so urgently needed, and for the accommodations of the students who may be using them. Nearly a thousand students should be spending at least one or two hours per day among the books and periodicals.<sup>1</sup>

In 1901, the Legislature appropriated \$60,000 for the erection of a new library building for the State Normal School which was erected and ready for occupancy in April of 1903. This building was called Kellogg Library. It had a seating capacity of 138 and a book capacity of 35,000 volumes. Since the student enrollment at that time was 250 and the library had grown to 16,000<sup>2</sup> volumes, this building was adequate for a time. However, by 1928 the enrollment had increased 500 per cent<sup>3</sup> and the holdings of the library had grown from 16,000 to 65,000 volumes.<sup>4</sup> Appeals were again made to the Board of Regents and the Legislature for sufficient funds for a new building. Many makeshift arrangements were used for a number of years by the librarian, Professor C. P. Baber, to house the library, its resources, and the Library School which had been established in 1902. Finally the funds were obtained and the plans of many

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<sup>1</sup>Twelfth Biennial Report of the Board of Regents and Faculty of the State Normal School of Kansas, Emporia, Kansas, 1899-1900, p. 16.

<sup>2</sup>Thirty-third Biennial Report, Kansas State Teachers College of Emporia, 1929-1930, pp. 43-44.

<sup>3</sup>Thirty-fifth Biennial Report, Kansas State Teachers College of Emporia, 1933-1934, p. 19.

<sup>4</sup>Stephens, op. cit., p. 77.

years were realized. A modern library building, named for Emporia's famous citizen, William Allen White, was dedicated and ready for use April 21, 1952.

A booklet which was issued at the time of the dedication best describes this library:

The William Allen White Library is a two and one-half story, red brick structure with over-all dimensions of 138 by 142 feet. The seating capacity of the building accommodates 700 persons and the book space provides for over 300,000 volumes.

On the basement floor approximately five feet below the grade level, are the reserved book reading room, the elementary school department library, a room for classes in children's literature, a public typing room, and a receiving and packaging room. The seating capacity of the reserved book room is 208 persons.

The main floor consists of the main reading room, the William Allen White Memorial Recreational Reading Lounge, the library staff offices, and the main circulation desk with the card catalog near by. The main reading room has shelving capacity for 4,000 bound periodicals and reference works. The Memorial Lounge, equipped with a fireplace and living-room furniture, displays books by and about Mr. White.

On the mezzanine floor are the library school reading and study room, a classroom for library school students, rooms for undergraduate study groups, the audio-visual services area, and a listening room where students play phonograph records.

Adjacent to the book stack of the fourth floor are the conference and study rooms for graduate students and faculty.<sup>1</sup>

The mail loan service, or extension library service, as it is now called, is handled by a member of the regular college staff who has her headquarters in the general library office. This service was started in January, 1913, and according to W. H. Kerr, Librarian, 1911-1925, was the second of its kind in

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<sup>1</sup>Kansas State Teachers College. A Memorial to a Great American. Topeka, Kansas. 1952, verso cover.



the United States.<sup>1</sup> In December, 1912, post cards had been sent to Kansas teachers announcing the offering of the library's use "in any way that is practical without interfering with its service to the school here."<sup>2</sup> The original policy of this service was to send books, pamphlets, mounted pictures, and clippings through the mail to responsible parties for high school debates, orations and essays, for papers or addresses by teachers and school officers, for papers by club women, and for correspondence study courses conducted by the school.

There was an immediate response to the inauguration of the mail loan service as 71 packages of books and clippings were mailed during the first four months to 39 counties in Kansas. The statistics for the first ten years show an annual increase of ten per cent in the number of packages sent out. This increase reached a peak of 2,013 packages mailed out in 1925, after which the number started to decrease, with 1,364 packages sent out in 1935, 674 sent out in 1945, and an estimated 120 sent out in 1954/55.<sup>3</sup>

Part of this decrease in service is attributed to the decrease in requests from women's clubs. During the early years of this service, the library made a definite effort to reach the rural people through these clubs. They were requested to send their program plans to the library and the library in turn

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<sup>1</sup>Kansas State Normal School. Catalogue. Fiftieth anniversary number. February, 1915, p. 47.

<sup>2</sup>Kansas State Normal School. State Normal Bulletin, December 2, 1912. n.p.

<sup>3</sup>Stephens, op. cit., p. 77.

endeavored to supply materials, (books, clippings, pamphlets, and pictures) for these programs. The present extension librarian, Miss Harriet Elcock, stated that there were some calls for this type of material now, but most of the women's clubs have been federated and supply their own material for their programs.

Most of the extension library requests received recently have come from correspondence school students and the high school students in the nearby towns. Since this college has emphasized education, a great many requests were for supplementary material in that field. There were also a number of requests for supplementary materials for rhetoric and composition. No attempt was made to supply texts for the correspondence study students as these must be obtained elsewhere. Materials were often sent to out-of-state borrowers, usually former students or correspondence study students. The high school debaters from nearby towns have been frequent borrowers for all available material on their debate question. In the early years of the service, the library made an attempt to furnish bibliographies to these students, but that service has not been offered recently.

No county libraries have been established in this area, but several small town libraries in the nearby towns of Americus, Council Grove, Cottonwood Falls, Eureka, and Madison probably have affected the number of requests from club women. Some of these libraries are quite small, open only part of the time and staffed by non-professional librarians, so have given only limited

library service. The extension librarian stated that she felt most of the service for these borrowers would eventually be handled by a regional library set-up, but that there would always be some demand for supplementary materials from the correspondence study students.

At present the extension library service of this college is publicized only through mention in the general college catalogue, the correspondence study catalogue and the library handbook. These publications make a general statement concerning the type of material furnished, and that there is no charge for the material except the payment of postage.

The books, or ephemeral materials, are charged to the borrower for a three week period. Overdue notices are sent, but no fines are charged for overdue material. Since this service and the materials used are a part of the college library, books and other materials cannot be loaned if they are needed for campus use.<sup>1</sup> Occasionally the extension librarian types a part of a book, if the book is needed for use on the campus.

In addition to sending out informative materials, the staff of the Kansas State Teachers College Library has offered other extension services to Kansas schools and organizations. During the fall of 1911, letters were mailed to over 500 Kansas educators offering the advisory services of the library staff in the organization of school libraries. An immediate response showed the need of this type of service. Questions were answered,

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<sup>1</sup>Appendix, Exhibit A. p. 101.

suggestions were given for the organization of libraries, and practical aids were sent to communities requesting such help.

Various publications have been issued by the library staff, such as the two series of circulars which were published in 1918; The Kansas Library Newsletter, and the Library Extension Circular. The library has published and distributed a directory of Kansas librarians, compilations of Kansas library statistics, copies of the Kansas county library law and library tax information circulars. Two issues of "Teaching," a professional magazine issued by the college, have been devoted to the organization of the high school library.

The Library School which was established in 1902 has offered a continuous course of instruction except for the years between 1918 and the summer of 1921. The school was accredited by the American Library Association in 1929, and at that time was one of the three teachers colleges in the United States to offer an accredited library science curriculum. In 1952 the curriculum was revised and a Master's degree offered in Library Science. The graduates of the Library School hold many responsible positions and it may be said that this college is making its largest contribution toward the advancement of library resources throughout the state of Kansas through the young people who have been trained to go out to organize and service the public and school libraries of the state. The influence of the long-time and well-known teacher of library science courses, Mrs. Elsie Howard Pine, will be felt in the libraries of this state for many years to come. The present Librarian and Library School Director, Dr.

Orville Eaton, has been active in library affairs of the state in promoting library legislation and in building a stronger library school.

#### UNIVERSITY OF KANSAS

The University of Kansas, which was organized by the Kansas State Legislature in 1864, has grown from a university of one department with three faculty members to a far-reaching organization of many departments and divisions with a full-time faculty of 800 persons. The enrollment has grown from 56 to over 9,000 students. All of the schools of the university were established at Lawrence, Kansas, with the exception of the School of Medicine, which was partially located in Kansas City, Kansas, because of the clinical facilities in that area.

The first session of the University opened in the first building on the campus, North College, on September 12, 1866, with an enrollment of 56 students. Departments were soon established, and the first class of three students was graduated in 1873. The University was re-organized in 1891 and new schools including the School of Arts, Engineering, Law, Fine Arts, and Pharmacy were established. Other schools were soon added, including among others, the Graduate School, School of Medicine, and School of Education. The Division of Extension was organized in 1909.<sup>1</sup>

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<sup>1</sup>University of Kansas, General Information Bulletin, 1954-55, September 1, 1954, 55:8.



Some form of university extension service has been offered by the University of Kansas since 1880-81. In that year the university faculty delivered campus lectures which were open to the general public. A little later members of the faculty were invited to give lectures over the state, and in 1883-84 the University invited Kansas citizens to contact the faculty if they desired assistance in special or general courses of reading. Extension classes were first conducted in 1891-92, and in 1909 the Extension Division was established as a part of the University with a director in charge. At that time a mail loan service was started with the loan of library books, clippings, and pamphlets. In 1913, this service was organized as the Bureau of General Information, within the Extension Division. In 1914, the Drama Loan Library was established. The name Extension Library Service first appeared on a catalogue sent out by the University in 1940-41, and the entire division was first called University Extension on July 1, 1947.<sup>1</sup>

The Extension Library Service of the University of Kansas was designed to supplement local library and school library resources, but not to take the place of the local library. It has grown steadily until approximately 5,000 loans have been sent out each year for the last few years. This department, located in the basement of Fraser Hall on the university campus, has become very crowded for space. The personnel of the extension library service has grown to a staff of seven workers, with

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<sup>1</sup>Ibid., p. 154.

four student assistant helpers at the time of this interview, September, 1955. This library was designed to act as a clearing house of information for the people of Kansas and an attempt has been made to make available to them the information organized through the university facilities and research programs. This service was also organized to act as a general reference library for the citizens of the state who have not had access to such resources in their own communities.<sup>1</sup>

Definite procedures have been followed in filling the requests for information received by the library. Upon receipt of a request for informational material, the Director of the Extension Library assigned the request to one of the workers who was familiar with that type of material. This worker was held responsible for assembling the material and making up a package library on the subject or subjects desired. Each request was given individual attention and an effort made to provide the material useful to that particular borrower. Attention was paid to the current value of the material, as out-of-date publications would be useless in many instances. All materials were sent out in large, heavy, mailing envelopes known as package libraries. Sometimes as many as 40 clippings and pamphlets, and a few books were sent out at one time. These mailing envelopes had been ordered for this particular purpose with spaces provided for the borrower's name, address, and the date when the package library would be due back in the library.

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<sup>1</sup>Ibid., p. 155.

In this particular library the clippings and pamphlets have been classified by the Dewey Decimal classification system and filed in vertical file cases. If a large amount of material had been collected on a given subject, the ephemeral material was filed in the vertical files in the mailing envelope, ready for the next request. Because of the value of a current file in this type of service, the staff has revised as much of the file each year as possible, and discarded the out-of-date and worn out clippings and pamphlets.

Other resources available in this library included a collection of books available for loan, and a good collection of magazines. At the time of the interview, the library had a subscription list of between 150 and 200 periodicals. The periodicals were kept as long as there was available storage space, and clipped whenever a request was received for information found in the magazine. When the clippings were returned to the library by the borrower, they became a part of the file collection. In addition to the resources of the extension library, this department was permitted to call on the University Library for books which were not needed for campus use at the time of the request. However, the holdings of the Extension Library were not listed in the records of the University Library, or were not available for use by the university students, who had access to the resources of Watson Library on the campus.

Many of the extension requests have been received from public school students in need of material for reports, term papers, debates and speeches. The statistics kept by the library



have shown many requests from high schools for the loan of recreational and program materials, stunts and plays. Quite an extensive collection of plays maintained by the library, and available on loan for reading purposes has been supplied free to the library by the publishers. These free copies, which could be borrowed for a short time gave the directors of school and organization groups an opportunity to read several plays before making a choice.

The library has collected a great deal of current pamphlet material on vocational and occupational guidance of value to the students from small schools in the state, who have not had access to enough of this type of material in their high schools. Also, requests have often been received from the librarian in small schools for books not available in their local library, and the extension library has made an effort to supply these books.

A special effort was made by the Extension Library to collect as much information as possible on Kansas subjects. Although much of this material has been difficult to locate, the library has accumulated about 15 file drawers of clippings and pamphlets available for loan, in addition to some books about Kansas. Many requests for Kansas material have come from individuals whose local libraries were not able to supply them with this information. Most libraries, including the Kansas State Historical Society Library, do not lend this type of information for use outside of their libraries because of the difficulty of replacement. The extension librarians considered the collection and

loan of publications dealing with Kansas subjects as a particularly important service of this library. The following topics were listed in the bulletin as representative of the available information on Kansas:

Agriculture	Highways
Arts and artists	Industries
Biography	Kansas Day
Birds	Legislative council
Flowers and trees	Mineral resources
Government	Pioneer life
History	State institutions
Historical landmarks	State parks and lakes <sup>1</sup>

The resources of the library include an art print collection of approximately 3,500 reproductions, mounted on light-weight buff cardboard. The art print collection included a large number of general color prints, a collection of color engravings, a collection of Kansas prints by Kansas painters, a set of costume color plates presenting the history of American costume from 1700 to 1941. Also, the Ellsworth collection was included in the art print collection. This was assembled by Miss Maud Ellsworth, associate professor of education at the University of Kansas, and the art supervisor for the Lawrence Public Schools. In addition, the Nelson Gallery photoprints, representing the holdings of the William Rockhill Nelson Gallery of Art in Kansas City, Missouri, were made available to borrowers through the co-operation of the Gallery. The loan of the collection of art prints often included a package of library or reference information concerning the prints.

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<sup>1</sup>University of Kansas, Bulletin, September 1, 1950, 51:11.

In addition to the public school borrowers, the Extension Library received many requests from club women for material on all sorts of subjects. There were not so many requests from these women at the time of this interview as in former years, since many of the clubs have their own program material. Some sheets of suggestions for program planning were prepared by members of the library staff to mail to clubs over the state, with an offer to furnish materials on any subject on the list, if the club desired this service. The library staff also assembled information and book reviews on current books and sent this material out on request. Since the Extension Library had established a United Nations Volunteer Educational Center as a part of a nation wide project, requests were often received from clubs for information concerning the United Nations.

The Extension Library offered a special service schedule plan to clubs in which they might submit their complete year's program to the library. These programs were checked for the material available in the library. If there was enough information to be satisfactory to the club, the individual programs were entered on the library mailing calendar. The program materials were then mailed to the club at least two weeks in advance of the program dates.

The Extension Library Service has been publicized by a bulletin stating the resources and rules of the service, and by a section in the information bulletin of the university catalogue. Folders were sent out advertising the service, as

well as program plans for club programs.<sup>1</sup> The library was created for the express purpose of aiding schools, clubs, libraries, or individuals in the small communities of Kansas which do not have adequate library facilities. The continuing and increasing demands from this public has probably proved the best form of publicity which the library could secure.

As in other types of library service, it has been found necessary to have certain rules and regulations for the best use of the library resources. The library regulations were listed in the Extension Bulletin as follows: a 25 cent fee for each package library, plus postage both ways, charged for each loan. All material except the drama loan plays checked out for a period of two weeks, plus mailing time, and may be renewed once unless the material is in much demand. Drama loans were checked for one week only. If necessary to send an overdue notice, a charge of ten cents, plus a fine of five cents each day until the return of the package library. A minimum fee of ten cents is charged for any clipping lost or destroyed. The replacement cost determined the charges on other items lost or destroyed by the borrower.<sup>2</sup>

The library service from this institution has been supported largely by state funds budgeted by the university, but has received some support from its users through the charge of the 25 cent fee for each package library.

The Extension Library has given valuable assistance to

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<sup>1</sup>Appendix, Exhibit B<sub>1</sub>, p. 102.

<sup>2</sup>University of Kansas, Ibid., pp. 20-22.

the citizens of Kansas through the wealth of information which is sent out each year. Its co-operation has made it a vital part of the entire University Extension Service which now operates through six bureaus and five centers in the state. The other bureaus are: Bureau of Extension Classes, Bureau of Correspondence Study, Bureau of Visual Instruction, Bureau of Lecture and Concert Artists, and an Extension agency which co-operates with the Kansas Medical Society and the Kansas State Board of Health in providing post-graduate instruction and refresher courses for members of the medical profession and nurses. The five centers maintained at Lawrence, Kansas City, Kansas, Wichita, Garden City, and Colby have been made responsible for adult education programs, institutes, and conferences on various subjects for the citizens of the state.<sup>1</sup>

#### KANSAS STATE COLLEGE

The extension library service of the Kansas State College Library has been carried on as a part of the work of the Reference Department of the College Library. Information concerning the early history of the college and of the college library has been included as background for this section of the present study. Most of the historical information has been obtained from The History of Kansas State College of Agriculture and

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<sup>1</sup>University of Kansas, General Information Bulletin, 1954-55, September 1, 1954, 55:9.



Applied Science, by J. T. Willard.<sup>1</sup> Kansas State College, 75th anniversary edition of the Manhattan-Mercury Chronicle for July 10, 1938,<sup>2</sup> and a typed history of Kansas State Agricultural College Library,<sup>3</sup> which is on file in the Reference Department of the Library, have furnished additional historical information.

Kansas State College was established as Bluemont College on February 9, 1858, under a charter obtained from the Kansas State Legislature, by the Bluemont Central College Association.<sup>4</sup> This association was composed of a group of educated early settlers who felt the necessity of providing an institution of learning for the newly founded settlement of Manhattan, in the Kansas Territory. This early charter empowered the group:

To establish in addition to the literary department of arts and sciences, an agricultural department with separate professors to test soils, experiment in the raising of crops, the cultivation of trees, and upon a farm set aside for the purpose, so as to bring out to the utmost practical result, the agricultural advantages of Kansas, especially the capabilities of its high prairie lands.<sup>5</sup>

The cornerstone for the Bluemont College building was laid May 10, 1859, and a primary and preparatory school was opened January 9, 1860, with Reverend Washington Marlatt as principal. Fifty-three students were enrolled that winter, but

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<sup>1</sup>Julius Terrass Willard, History of the Kansas State College of Agriculture and Applied Science.

<sup>2</sup>Kansas State College, 75th Anniversary Edition, Manhattan Mercury-Chronicle, July 10, 1938.

<sup>3</sup>History of Kansas State College Agricultural College Library, typed history, June 1, 1926.

<sup>4</sup>Willard, J. T., History of the Kansas State College of Agriculture and Applied Science, p. 11.

<sup>5</sup>Loc. cit.

only 15 were in school the next fall. The school continued in operation until 1863, giving only elementary school work, rather than college courses.

Efforts were made by interested persons to get the state legislature to locate the State University at Manhattan, but this effort failed when that institution was located at Lawrence, Kansas, on November 2, 1863.<sup>1</sup>

The Morrill Act of July 2, 1862, leading to the establishment of land-grant colleges, gave the state legislature an opportunity to establish an agricultural college in Kansas. This act provided that each state, upon accepting the terms of the act, was to receive 30,000 acres of land for each member of the House and Senate, to which that state was entitled. By these terms Kansas received 90,000 acres of land.<sup>2</sup> The last 640 acres of this land-grant was sold in December, 1955, bringing the school's total endowment from the original grant to \$591,601.29 over a 92-year period.<sup>3</sup>

The offer of the Bluemont Central College Building, its library, apparatus, and 100 acres of accompanying land influenced the legislature to establish the land-grant college at Manhattan,<sup>4</sup> with the Reverend Joseph Denison appointed as president. Classes were opened in the Bluemont Central College Building in September, 1863, with a faculty of four persons. Other instructors were

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<sup>1</sup>Ibid., p. 13.

<sup>2</sup>Ibid., p. 17.

<sup>3</sup>Topeka Daily Capital, December 25, 1955, p. 2.

<sup>4</sup>Willard, op. cit., p. 13.

soon added.<sup>1</sup> Fifty-two students were enrolled in the fall, with the total number of 106 students in attendance for the year 1863-64.<sup>2</sup>

The type of courses to be taught aroused a great deal of controversy during the early years of the college. Some authorities believed that the instruction should be only "such branches of learning as are related to agriculture and the mechanic arts,"<sup>3</sup> as specified by the Morrill Act. Others believed that the instruction should be only the actual practice of agriculture; still others believed that the teaching of Latin and Greek should continue to be compulsory.<sup>4</sup>

The state legislature passed a law re-organizing the Boards of Regents for all the state educational institutions in 1873. The new board for this college called for the resignations of all members of the faculty, all of whom were re-hired with the exception of President Denison.<sup>5</sup> One of the important accomplishments of the college during the Denison administration was the construction of the first building on the new campus. This building still stands on the campus and is now known as Farm Machinery Hall.<sup>6</sup> Another important accomplishment was the start, on November 14, 1868, of the meetings known as "Farmers Institutes," under the leadership of the organization called

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<sup>1</sup>Ibid., p. 18.

<sup>2</sup>Ibid., p. 24.

<sup>3</sup>Ibid., p. 28.

<sup>4</sup>Loc. cit.

<sup>5</sup>Ibid., p. 29.

<sup>6</sup>Ibid., p. 30

the Union Agricultural Society.<sup>1</sup> These Farmers Institutes were addressed by representatives of the college and notable out-of-state speakers, and invited state-wide attendance. The sessions were held at Manhattan as well as other places in the state. These meetings were continued under the auspices of the college until 1874. The use of the title, Farmers Institutes, was believed to be the first use of the term anywhere for this type of meeting, and indicated the start of such activities in this institution.<sup>2</sup>

Reverend John Anderson was elected as president of the college, and started his term of office in 1873, with a re-organization of the courses of instruction. The curricula became of a practical type in agriculture, household arts, mechanic and industrial arts. Classical language classes were no longer compulsory.<sup>3</sup> During the Anderson administration, four buildings were constructed on the campus, including the north wing of Main College Hall, now called Anderson Hall.<sup>4</sup>

George Thompson Fairchild, who was inaugurated as president in 1879, continued the same type of practical instruction.<sup>5</sup> The agricultural activities of the college were further strengthened by the passage of the Hatch Act, March 2, 1887, which provided for the establishment of experiment stations.<sup>6</sup> It was determined

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<sup>1</sup>Ibid., p. 32.

<sup>2</sup>Loc. cit.

<sup>3</sup>Ibid., pp. 35-36.

<sup>4</sup>Ibid., pp. 48-49.

<sup>5</sup>Ibid., p. 59.

<sup>6</sup>Ibid., p. 67.

to establish the Kansas Experiment Station at Manhattan, with Professor E. M. Shelton appointed as the first director of the station. Although the establishment of the Agricultural Experiment Station was probably the most significant development of President Fairchild's administration, it merely furthered the progress of the experimental work which had been going on at the college for 20 years.<sup>1</sup>

As a land-grant institution, able to qualify for federal support because of the nature of its curricula, Kansas State College has been able to benefit by the passage of various federal acts. Some of the most important of these were the Morrill Act of 1890, which provided increased financial support, the Adams Act of 1906, which increased financial support of the experiment stations, and the Smith-Lever Act, passed in 1914. The Smith-Lever Act was the first to provide for matching federal funds with state funds.<sup>2</sup> Certain requirements were made before the funds could be granted to a state, and the act specified that the money was to be used for "the giving of instruction and practical demonstration in agriculture and home economics to persons not attending as residents in said colleges."<sup>3</sup> This gave impetus to the work of the extension department, which had been operating since 1906 under the leadership of John H. Miller, Superintendent of Farmers Institutes. The Department of Farmers Institutes and College Extension, established in 1907,

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<sup>1</sup>Ibid., pp. 68-70.

<sup>2</sup>Ibid., p. 224.

<sup>3</sup>Ibid., p. 225.



was given the status of a Division of the college on October 30, 1912, with John H. Miller as Dean of the Division of College Extension. During the early years of this division, four departments were organized within the division: Farmers Institutes and Demonstrations, Highway Engineering and Irrigation, Home Economics and Correspondence Study.<sup>1</sup> This division has been increasingly active and has kept pace with the growth of the college. It has continued to implement the following educational objective of the college as stated in the general catalogue:

To provide the facilities for extending education outside the boundaries of the campus to the members of the community which the institution serves.<sup>2</sup>

#### Kansas State College Library

The Library of the Kansas State Agricultural College has grown out of a collection of books which was secured through gifts to Bluemont College. Many volumes of this original collection were religious books, and some Greek and Latin classics. Little information is available about the first collection except that the early college catalogues, 1863-1891, state that "the collection numbered about three thousand volumes and is constantly being increased." The first annual appropriation of \$1,000 for books was made in 1881-82.<sup>3</sup>

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<sup>1</sup>Loc. cit.

<sup>2</sup>Kansas State College. General Catalogue, August 1, 1955.  
39:9.

<sup>3</sup>Kansas State College Library. Typed history. June 1, 1926.

The library was moved from Bluemont College to a classroom in the present Farm Mechanics Building in September, 1877, and in 1879 was moved to Anderson Hall. Professor M. L. Ward was librarian at that time, and the books were kept in his classroom. Miss Julia R. Pearce was appointed the first full-time librarian in 1894, and the library was moved to Fairchild Hall the same year.<sup>1</sup> The library occupied six small rooms in that building where it remained until the summer of 1927, when it was moved into the present library building.<sup>2</sup> The work of the librarians was greatly handicapped during all these years by very crowded quarters for readers, books, and staff work. The present building was enlarged by a stack extension, opened in 1954. This new stack addition, which is three-fourths completed, is designed to hold 580,000 volumes when complete, in addition to the stack area in the original building.<sup>3</sup> The library collection had expanded to 190,000 catalogued volumes and 400,000 uncatalogued items in 1954.<sup>4</sup> The character of the library collection has changed to include many books and serial publications of a technical and scientific nature, which are needed in an institution of this type. The library was formally dedicated as Farrell Library on October 5, 1955, in honor of President Emeritus F. D. Farrell.<sup>5</sup>

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<sup>1</sup>Willard, op. cit., p. 93.

<sup>2</sup>Ibid., p. 350.

<sup>3</sup>Miscellaneous facts about Kansas State College Library.

Typed copy. November 21, 1954.

<sup>4</sup>Loc. cit.

<sup>5</sup>Kansas State Collegian, October 5, 1955, p. 1.

## Extension Library Service

There is little available information regarding the start of the extension library service in this library. The work was carried on by Miss Grace E. Derby, Associate Librarian, and Miss Elizabeth H. Davis, Reference Librarian. The earliest record of any extension library statistics was dated March, 1921, and was not a complete record. However, according to a letter from Miss Derby<sup>1</sup> to the writer, there were requests from high school pupils for debate materials, and for program materials for club women through the state prior to 1920. The extension request letters from 1927 to the present date have been filed in the Reference Department of the College Library. Letters for two ten-year periods have been used as a basis for this study. Since the extension work in this library has always been conducted as a part of the work of one department within the library, it has never been as extensive as if it had been carried on by a separate department. No definite budget appropriation has been made for the library to purchase books or other materials for this service, or charge made for the service, except for postage. Since the agricultural extension service has been so active on this campus, many bulletins and circulars have been supplied by that service to the residents of the state. Letters of information sent out by staff members in that department furnish a great deal of information to Kansas citizens.

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<sup>1</sup>Grace E. Derby, letter to author, March 27, 1956.

The request letters received by the college library have come from people of many occupations, in all sections of the state. They vary in subject matter from requests for debate material on current topics from high school students, to very ambitious programs of a literary nature for women's clubs. Letters have been received from businessmen asking for help in matters pertaining to their business, and from farmers and farmer's wives for material on farm and home improvement. Many of the letters express a belief that the state college can furnish a great deal of information on the subject which is requested. One letter asked for all the information which the library had on the countries "behind the Iron Curtain." Many other letters show the correspondents' lack of comprehension of library facilities and services. One woman asked for information on how to write her will, and was referred to her lawyer. Another asked for information as to the location of all the second hand book dealers in Wichita. Some letters show an interest in the affairs of the day by their request for discussion material on these topics. There have been many queries for information on Kansas subjects and Kansans. Unfortunately, the Library could not supply much of this material for off-campus use.

Some letters of a humorous nature were received, such as the one from a well-known Kansas surgeon:

I wrote your professor of Pigs some time ago for titles of books on pigology and he sent me a four page pamphlet. I reckon he figured that would be about all a doc could understand, mebbly so. But I would like to have the title of some books on the diseases of pigs and

something on pig dormitories and pig diatetics (sic) mental hygiene and things like that.

According to the copy of the letter, which was filed with this request, the librarian had sent a very comprehensive list of all types of publications dealing with pigs. All the letters reveal a strong feeling of gratitude for any service received and indicate the lack of library facilities, and the great need for that service in many rural districts in Kansas. There have been frequent queries for information on how to start a small library, or for lists of periodicals to be purchased for these libraries. A doctor's wife from a small Kansas town asked for material on the Hill-Burton Hospitalization Bill, stating that the library had always sent up-to-the minute material on everything she had ever asked for. She closed her letter as follows: "I am wondering what will become of the physicians who practice in a town too small for a hospital when the Blue Cross and Physicians plan start operating."

Although Kansas has been a traditionally prohibition minded state, there have been few calls for material on that subject. Also the requests on religious subjects have been relatively few, which indicates that material on these subjects may have been distributed through organizational channels. As in the other two institutions visited, the librarians in this institution mentioned the decline in the requests for club program aids after the women's clubs federated and started to distribute their own material.

The Kansas State College Extension Library Service has



received little publicity. A few program aids have been distributed with material from the Agricultural Extension Service, including a script on Reading for Children and Young People, by Elizabeth H. Davis. Book lists have been compiled and distributed at various times, and radio talks have been given by the Librarian and other staff members, in co-operation with the Extension Department of the college.

### Re-Organization of the School of Agriculture

The Extension Division of the Kansas State College has previously been a separate division of the College, with a Dean of Extension in charge. This official has been directly responsible to the president of the College.

The School of Agriculture was re-organized in November of 1955, with the three phases of the agricultural program, teaching, research, and extension co-ordinated into one school, under the leadership of Dean Arthur D. Weber. A director has been appointed to be in charge of each phase. The three divisions are: The School of Agriculture, the Experiment Station, and the Extension Service. President James McCain was quoted as follows regarding this re-organization:

The re-organization is designed to strengthen the services of the College to farmers and rural people of Kansas by effecting the closest possible coordination of the important functions of resident instruction, research, and extension in agriculture.<sup>1</sup>

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<sup>1</sup>Kansas State Collegian, February 17, 1956.

## RURAL LIBRARY SERVICE

The American Library Association and the United States Office of Education, as well as other agencies, have made surveys and quoted statistics concerning the scarcity and quality of rural library service in the United States. According to the American Library Association Washington Newsletter of July 23, 1954, there were 26,916,748 people in the United States without access to local public library service, and 404 counties without a local public library within their borders.<sup>1</sup> Of the total of 44,415 public library employees, 14,817 were listed as professional librarians.<sup>2</sup> At the Rural Reading Conference at Emporia, Kansas, on November 16 and 17, 1954, Miss Zelia French of the Kansas Traveling Libraries Commission reported that about 43 per cent of the population of Kansas, or 811,000 people have no local library service, and only 286 public libraries are serving the state.<sup>3</sup>

It is commonly known that rural and village residents do not have library facilities equal to those of people living in urban areas. Also, the farm family does not have equal access to library facilities with the village resident. One reason given for this discrepancy has been that the village and town

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<sup>1</sup>"Some Statistical Facts." American Library Association, A.L.A. Bulletin, October, 1954, 48:521.

<sup>2</sup>"Public Library Statistics, 1950." United States Office of Education, Bulletin, 1950, No. 9. 1953. p. 45.

<sup>3</sup>"Problems to be Solved." Kansas Traveling Libraries Commission, Kansas Library Bulletin, March, 1955, 24:3.

libraries have been obligated to give free service only to those people living within the taxing district. This has led to a system of library fees for rural residents, or even to a denial of service in some areas. Other reasons have been that the few hours of library service per week have been inconvenient for the rural residents, and that the book stock has often been of more interest to village than to rural residents. Although Kansas ranks eighth in the nation in the percentage of people without local public library service, and ~~32nd~~ in the amount (56 cents) spent per capita,<sup>1</sup> Kansas has good library laws, ready for use, according to John Edwards of the League of Kansas Municipalities.<sup>2</sup>

The question arises as to why the rural population has been willing to accept this lack of library service. The historical background of some rural libraries has given a partial explanation. Originally many local public libraries were started by private library associations or some other local organization. Most of their books were given to these libraries, and were not of the type to invite public interest. The librarian was usually an untrained local person who served with very little pay, or no pay at all, except for the appreciation given to her by rural residents.<sup>3</sup>

With this concept of rural library service, and no knowledge of the functioning of an efficient, modern library, the rural people in many areas have been content to accept the situation.

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<sup>1</sup>A.L.A. Bulletin, op. cit., pp. 522-523.

<sup>2</sup>Kansas Library Bulletin, op. cit.

<sup>3</sup>Kreitlow, Rural Education, pp. 332-333.

The rural schools have had few books, and many homes have had very small collections. The parents have grown up with the lack of reading material, and consequently have not missed it. They have depended upon agencies such as the state traveling libraries associations and the extension services of the state colleges and universities to supply them with reference and other informational materials.

The club women in the rural areas have been handicapped in their program work because of the lack of books and magazines. This situation has been aided a great deal by the club federations' supplying their own programs, and by the work of the home demonstration units. The handicap of the untrained village librarian was pointed out by an incident in a college library which offers extension service. The wife of a county agent requested any kind of book or other material on poetry appreciation. She stated that her local librarian had said that she did not know or understand anything about poetry, so did not buy any books on the subject. It was not known if other library resources were available to the high school students of that town.

#### LIBRARY SERVICES ACT

The Library Services Act, which was introduced in Congress January 24, 1955, by Mrs. Edith Green of Oregon, was one of 27 identical bills introduced in the House of Representatives that month. This bill was similar in content to a bill which was defeated on March 9, 1950, by three votes. It was favorably

reported without amendment by the House Education and Labor Committee on July 26, 1955. The favorable report by this committee was probably largely due to the hard work and testimony of many citizens and organizations, together with many concrete examples of the lack of library service.<sup>1</sup> The citizens, including a housewife from western Kansas, testified as to the great need of the individual for the extension of library service in rural areas.

A copy of the bill and the House Report accompanying it will be found in the appendix to this study.<sup>2</sup> The significant provisions of the bill are as follows: An appropriation of \$7,500,000 is to be authorized for a five-year period. The money will then be allotted to the states. Each state will receive a basic allotment of \$40,000 and the Virgin Islands will receive \$10,000. The balance of the appropriation would then be divided among the states on the basis of their rural population as compared with the rural population of the United States. The allotment for each state must be matched by the state on the basis of the per capita income of the state as compared with the national per capita income. In order to receive funds, each state must prepare a state plan for the further extension of public library services to be submitted by the authorized state agency. This plan must be submitted to

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<sup>1</sup>"Time for action." American Library Association, A.L.A. Bulletin, September, 1955, 49:393.

<sup>2</sup>Appendix, Exhibit C, p. 104.



and approved by the United States Commissioner of Education.<sup>1</sup>

According to the plan outlined by the Library Services Act, the Kansas Allotment for the fiscal year ending June 30, 1956, was worked out as follows in the United States Office of Education, Department of Health, Education and Welfare, Research and Statistical Standards Section, February 17, 1955:

Basic allotment.....	\$40,000
Allotment from remaining federal funds.....	88,921
Total federal allotment.....	\$128,921
Matching expenditure from state and local funds.....	\$114,005
Rural population (1950 census).....	906,188
Per cent.....	1.63
Average per capita income Calendar years, 1951-1953.....	\$ 1,544
State percentage.....	46.93
Federal percentage.....	53.07 <sup>2</sup>

This bill passed Congress, and was signed by the President on June 19, 1956. It will be known as Public Law 597.<sup>3</sup>

#### Kansas Library Plan

An organization meeting was called in Topeka, May 14, 1955, by Mrs. Roberta McBride of the Kansas State Library and co-ordinator with the Washington A. L. A. office for the Kansas

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<sup>1</sup>U. S. Library of Congress, Legislative Reference Service, Digest of Public General Bills and Selected Resolutions with Indexes, 84th Cong., 1st. Sess. 1955, no. 7, H.R. 2840, n.p.

<sup>2</sup>U. S. Cong., House, Federal Aid for Library Service in Rural Areas, 84th Cong., 1st Sess., 1955. H.R. 1587, p. 3.

<sup>3</sup>Congressional Record, 84th Cong., 2nd Sess. (1956), p. D648.

Library Association. Citizens and librarians attending the meeting expressed a definite interest in formulating a state plan for receiving federal funds, if the library services bill passed. It was decided a standing committee should be appointed and additional meetings scheduled.<sup>1</sup>

The meetings have been study sessions of the 30 librarian and citizen members of the planning committee. The Kansas Traveling Libraries Commission has been authorized as the agency for administering any benefits which would come to Kansas upon the passage of the Federal Library Services Bill. The Kansas laws, including the re-codification of 1951,<sup>2</sup> have been studied to determine future procedures in setting up demonstration areas in the state. At the meeting on January 9, 1956, the committee formulated the following recommendations:

1. That our general goal is improved library service for not only rural people in the state but all people.
2. That there be a careful evaluation and survey of the library needs of the state in relation to areas with population and geographic differences, financial potentials and strength of existing libraries.
3. That the facilities, staff and necessary financing of the Traveling Libraries Commission be expanded. Part of this might include a regional branch of the Traveling Libraries Commission.
4. That there be a continuing intensive education program.<sup>3</sup>

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<sup>1</sup>"Planning is Basic." Kansas Traveling Libraries Commission, Kansas Library Bulletin, March, 1956, 25:7-8.

<sup>2</sup>Kansas. General Statutes (Supplement 1955), c. 12, Art. 12, Secs. 1201-1235.

<sup>3</sup>"Planning is Basic." Kansas Traveling Libraries Commission, Kansas Library Bulletin, March, 1956, 25:7-8.

### Tri-County Survey

The Tri-County Survey which has been carried on by the Kansas State College Extension Division, in co-operation with the Manhattan, Kansas, Public Library brings the Kansas Library Plan to a local community level. This survey conducted through the Home Demonstration Units of the following three counties was designed to find out the library needs, and citizen interest in libraries in those counties, and to determine if a regional library should be located in this area. Questionnaires were sent to the leaders of the Home Demonstration units in Riley, Wabaunsee, and Pottawatomie Counties.<sup>1</sup> Since Geary County is located so close to this area and there is some over-lapping of library use, questionnaires were sent to that county also. The tabulation for that county has also been used in this study, as it is an indication of the need for library service in another area nearby.

Standards have been formulated by the American Library Association concerning the establishment of county or regional libraries. According to these standards, an efficient county library should serve a minimum population base of 25,000 population, and the library income for limited or minimum service should be \$1.50 per capita. In developing these areas, political boundaries should be adhered to, and natural trading and

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<sup>1</sup>Appendix, Exhibit D, p. 104.

economic areas should be considered in the development of a new unit. Transportation time from the most distant point to the library headquarters should not require more than two hours normal driving speed.<sup>1</sup> The population of the three counties in this survey as given by the 1950 census was as follows: Riley, 33,405, Pottawatomie, 12,344, and Wabaunsee, 7,212, totalling 52,916 persons.<sup>2</sup> In the matter of existing library service, Riley County has only one public library, but that one is progressive and as well-stocked as finances will allow. Pottawatomie County has three village libraries, and Wabaunsee County has no library service within the county. At the time of this study, a fair representation of the questionnaires had been returned and the tabulation, including that of Geary County, with its one library, will be included in this report.

#### OTTAWA LIBRARY-COMMUNITY PROJECT

In connection with the Kansas Library Plan, the Library-Community Project at Ottawa should be mentioned. This project is one of four such projects set up in the United States in which library and community studies are made to determine what the library can do for the community, and what the community can do for the library. It will also make use of educational resources within the state, and help to develop library activities on a state-wide basis. It was made possible because of a \$12,000, two-year grant from the Office of Adult Education, to

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<sup>1</sup>Burton W. Kreitlow, Rural Education, pp. 348-349.

<sup>2</sup>U. S. Bureau of the Census, Census of Population: 1950, v. 1, 16-12, Table 5.

the American Library Association.<sup>1</sup> The Ottawa, Kansas, Public Library was chosen as one of the pilot libraries because of the size of the town, a community of 10,000 population, its industries, and educational resources. A project director from the American Library Association, who is also a member of the Kansas Traveling Libraries Commission staff, is co-operating with the Librarian, Library Board, and citizens of Ottawa. The results of this project will not be known until later in the two-year period, but it should contribute knowledge of value to the entire library profession. According to Ruth Warncke, Director of the entire Library-Community Project, "from it, we should learn something of how-to-do-it, but more important, what-to-do, and above all, why."<sup>2</sup>

#### FINDINGS OF THIS STUDY

One of the objectives of this study was to find out the number and disposition of the requests received during the two ten-year periods, July 1, 1928, through June 30, 1938, and July 1, 1944, through June 30, 1954. The number of requests which were filled by some type of printed information or typed letter were tabulated, then the number of requests was totalled in which the correspondent was referred to some other library agency, or was sent a letter of regret. These three types of information were summarized for fiscal years 1928/29 through 1937/38 in Table 1, and for fiscal years 1944/45 through 1953/54 in Table 2.

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<sup>1</sup>Library-Community Project, " Publisher's Weekly, September 3, 1955, 168:875.

<sup>2</sup>Warncke, Ruth, "The Library-Community Project," American Library Association, A.L.A. Bulletin, November, 1955, 49:556-558.



Table 1. Volume of requests, number of requests filled, and number of regrets or referrals for fiscal years 1928/29 - 1937/38.

Year of request	Total		Requests Filled		Regrets or Referrals	
	requests	:	:	Per	:	Per
	received	:	Total	Cent	Total	Cent
1928/29	348		253	72.7	95	27.3
1929/30	303		216	71	87	29
1930/31	295		196	66.1	99	33.9
1931/32	243		198	81.4	45	18.6
1932/33	175		113	64.5	62	35.5
1933/34	145		102	70.3	43	29.7
1934/35	137		108	78.8	29	21.2
1935/36	142		110	77	32	23
1936/37	147		111	75.5	36	24.5
1937/38	118		96	81.4	22	18.6
Total	2053		1503	73	550	27

Table 2. Volume of requests, number of requests filled, and number of regrets or referrals for fiscal years 1944/45 - 1953/54.

Year of request	Total		Requests Filled		Regrets or Referrals	
	requests	:	:	Per	:	Per
	received	:	Total	Cent	Total	Cent
1944/45	95		56	58.9	39	41
1945/46	143		82	57.3	61	42.7
1946/47	79		56	70.8	23	29.1
1947/48	106		71	66.8	35	33
1948/49	57		28	49	29	51
1949/50	70		50	71.5	20	28.5
1950/51	48		25	52	23	48
1951/52	58		31	53.4	27	48.5
1952/53	116		65	56	51	44
1953/54	130		55	42.3	75	57.7
Total	902		519	58	383	42

From a study of the tables it was noted that the number of requests filled averaged 73 per cent in the first ten-year period, then declined to an average of 58 per cent in the second period. The average per cent of regret or referral letters increased from 27 per cent in the first period to 42 per cent in the second period. The percentage of requests regretted or referred to another agency was consistently higher during the second ten-year period, in spite of the fact that the number of requests had shown a marked decrease. The largest percentage of requests filled was 81.4 per cent in the year 1931/32 and during the last year of the first period, 1937/38. The last year of the second period, 1953/54, showed that 57.7 per cent of the requests were regretted or referred to another agency. This was partly because of the fact that more material was needed for campus use during this period, so could not be sent out on extension. The many regrets and referrals probably influenced would-be borrowers, who then sent their requests to other agencies with a more ample library collection and staff to service this material for extension library loan purposes.

The decline in volume of requests is shown still further by Figure 1. Selected areas, chosen because of the larger number of requests sent in during the first ten-year period are shown on this map. One of the objectives of this study concerned the subject interest of the questions, and these counties were used as a basis to determine if the subject interests were different in this concentrated area from the subject interests of the state considered as a whole. The subject trends will be

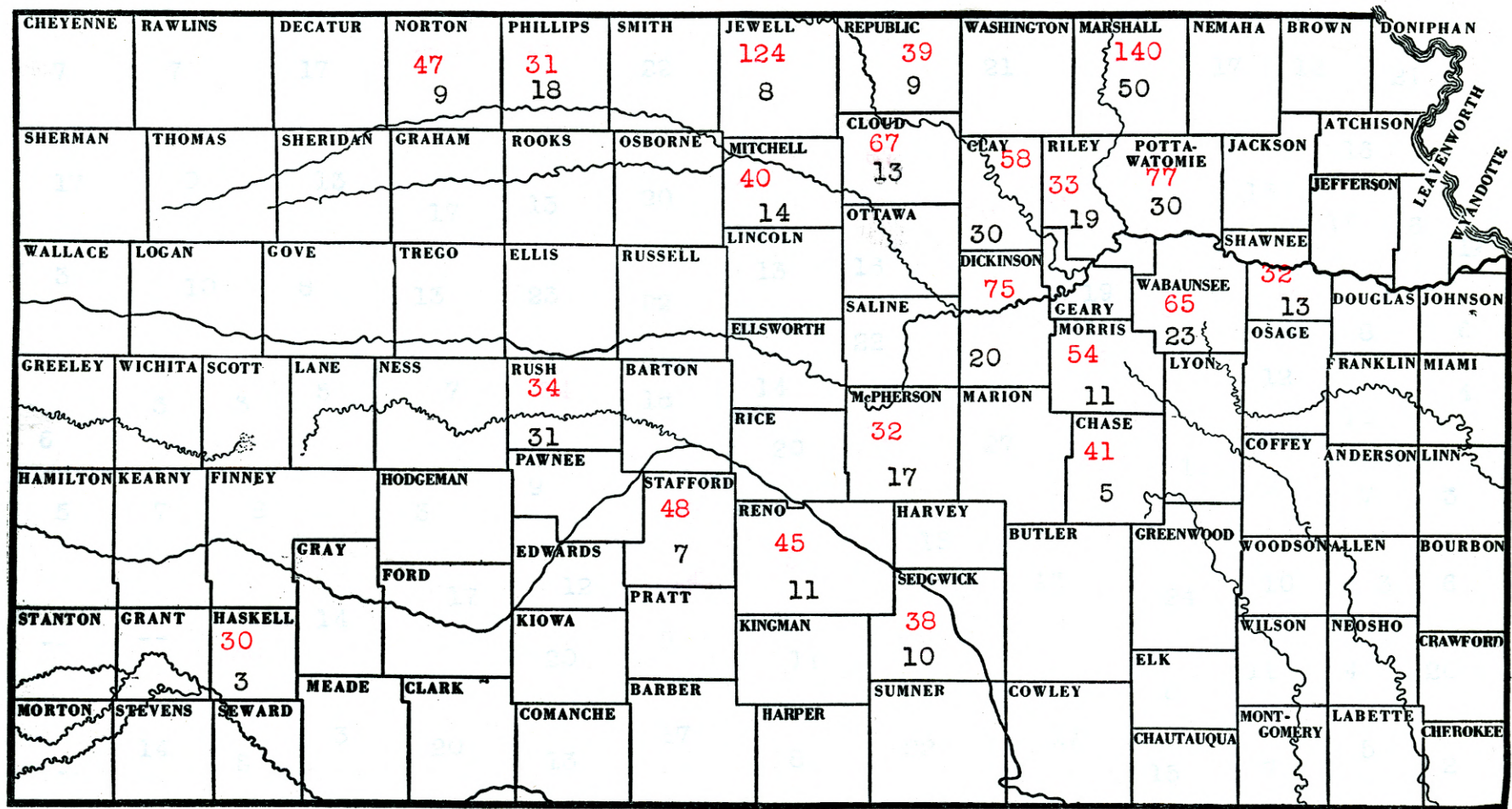


Fig. 1. Number of requests from certain counties during the two periods studied.

— 1st 10-year period. 1132 requests  
 — 2nd 10-year period. 382 requests







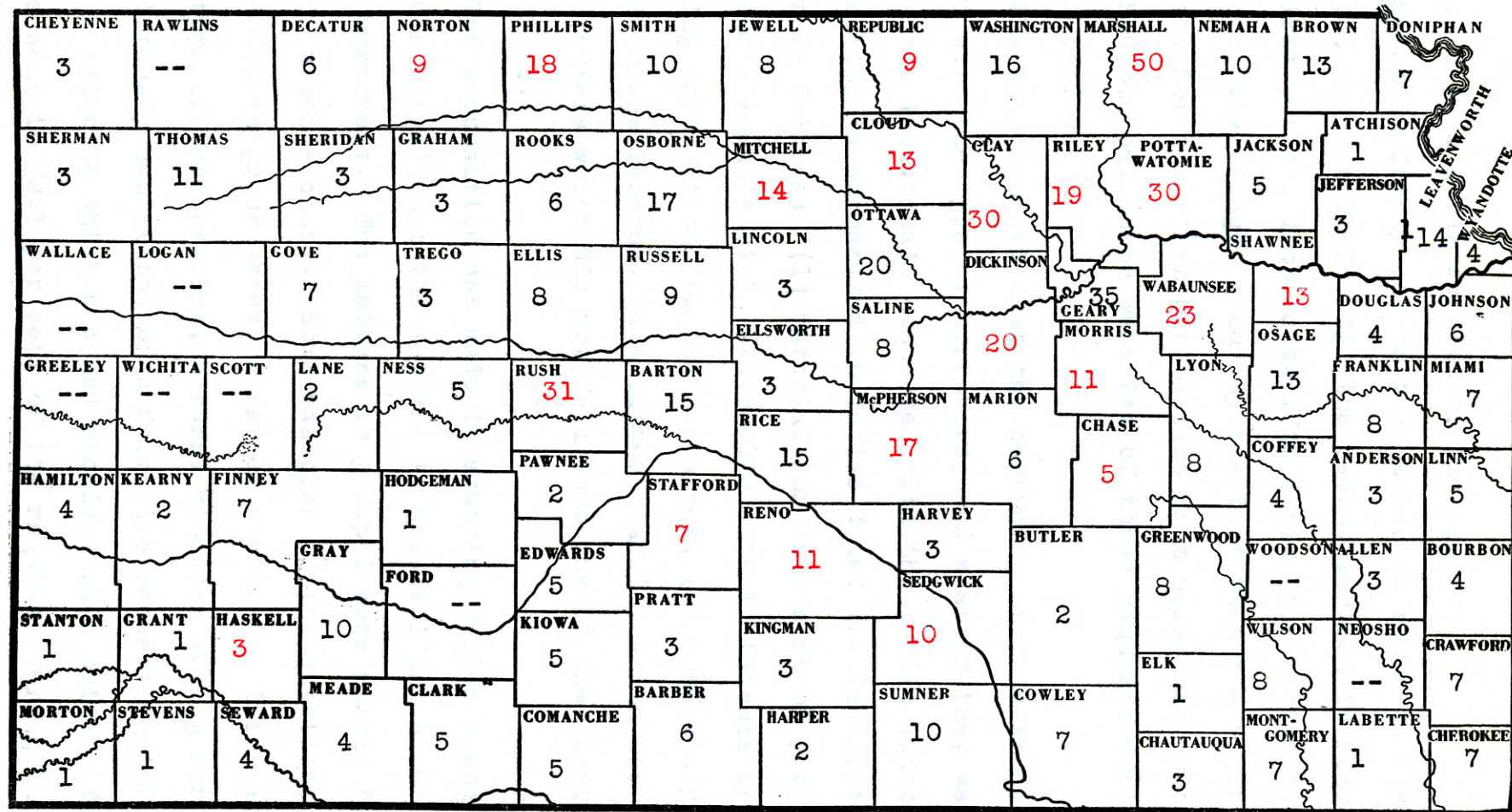


Fig. 3. Requests received by county from 96 counties during period 1944/45 - 1953/54.

— Selected Counties



discussed in a later section of the report.

Marshall County led in the number of requests during both periods, and Jewell County, the second largest in requests during the first period, dropped to 17th during the second ten years. This drop was brought about by the fact that the majority of the requests for the first period came from personnel in the Jewell High School, and there were few of these requests during the second period.

The third question at the beginning of this study was concerned with the type of borrowers, and whether they were mostly adults, or individuals connected with the public schools. This information is summarized in Tables 3 and 4 which list the requests as follows: (1) material for some sort of program, usually for a woman's club, (2) public school students or teachers desiring information for their classes, (3) home study students, and (4) miscellaneous. The latter classification was used for those letters which did not fall into any of the previous classifications.

The supposition was made in studying Tables 3 and 4 (on the following page) that the letters in groups 1 and 4 were from adult borrowers. The letters in group 1 were mostly from members of women's clubs. Some examples of the questions asked by the fourth group were: a farmer asking for information about some type of farm problem, a rural minister asking for the source of a literary quotation, or a farm wife requesting information about a painting which she had received as a prize. These two groups sent in 72.1 per cent of the requests during the first

Table 3. Source of requests for fiscal years 1928/29 - 1937/38.

Year of request:	Program In-formation	Public School Personnel	Home Study	Miscellaneous	Total for Year
:	: Per :	: Per :	: Per :	: Per :	: Per :
:Total :	Cent:Total :	Cent:Total :	Cent:Total :	Cent:Total :	Cent:
1928/29	133 38.4	103 29.5	4 1.1	108 31	348
1929/30	96 31.6	101 33.5	4 1.3	102 34	303
1930/31	101 34.2	82 27.4	3 1	109 37	295
1931/32	91 37.4	60 29	6 2.4	86 31.2	243
1932/33	61 35	38 21	10 6	66 38	175
1933/34	47 32.4	36 24.1	3 2	59 41	145
1934/35	52 37.9	23 16.9	5 3.6	57 41.6	137
1935/36	43 30	32 23	10 7	57 40	142
1936/37	75 51	18 12.2	4 2.8	50 34	147
1937/38	74 63	14 12	18 15.2	12 10	118
Total	773 37.7	507 24.7	67 3.3	706 34.4	2053

Table 4. Source of requests for fiscal years 1944/45 - 1953/54.

Year of request:	Program In-formation	Public School Personnel	Home Study	Miscellaneous	Total for Year
:	: Per :	: Per :	: Per :	: Per :	: Per :
:Total :	Cent:Total :	Cent:Total :	Cent:Total :	Cent:Total :	Cent:
1944/45	46 48.4	12 12.8	3 3.1	34 35.7	95
1945/46	64 44.7	30 20.9	6 4.4	43 30	143
1946/47	27 34	14 18	4 5	34 43	79
1947/48	35 33	31 28.3	- -	40 38	106
1948/49	18 31.5	14 24.5	3 5	22 39	57
1949/50	20 28.5	27 38.5	6 8.5	17 24.2	70
1950/51	14 29	14 29	- -	20 42	48
1951/52	16 27.5	22 37.9	4 6.8	16 27.5	58
1952/53	25 21	53 46	2 2	36 31	116
1953/54	23 18	56 43	7 5	44 34	130
Total	288 31.9	273 30.3	35 3.9	306 33.9	902

period, and 65.8 per cent during the second period. Group 3, or the letters sent in by Home Study students, kept practically the same percentage during the two periods. Probably most of the requests in this group also came from adult borrowers, but this fact could not be definitely determined. Group 2, or the public school group, sent in 24.7 per cent of the total requests during the first period, and 30.3 per cent during the second period; however, the total number of requests decreased from 507 to 273.

An attempt was made to find the areas of the state which had sent in the largest number of requests. The total number of requests as given in the county index file was transferred to two outline maps of Kansas. Figure 2 gives the county coverage for the years 1928/29 through 1937/38. The counties from which over 30 requests had been received during the ten-year period were indicated by red numbers and the totals for the other counties were given in black. The same plan was followed on Figure 3, for the years 1944/45 through 1953/54, with the same counties indicated in red. In order to understand further the request areas of the state, a study was made to determine if there was any correlation between the number of requests received from a county, and the number of students who had enrolled at Kansas State College from that county. It was necessary to compare the enrollments of the other state institutions, in order to determine the largest county enrollment for Kansas State College. These enrollments, broken down by county, for the year 1952/53 were obtained from Kansas State College, University

of Kansas, and Fort Hays State College. These enrollment statistics were not available for the year 1952/53 from Emporia State Teachers College, but were available for 1953/54, so the statistics for that year were used. The county breakdown was not available from Pittsburg State Teachers College for either year. These enrollment areas are indicated by color on Figure 4, with the statistics giving the division of enrollment in Table 5.

Figure 2 shows that a total of 2053 requests were received from 102 counties during the first ten-year period, while Figure 3 shows a total of 902 requests received from 96 counties during the second ten-year period. Although there were 1151 fewer requests received during the second period, only six fewer counties were contacted. One request was received from each of the three counties which were not contacted during the first period, so the entire total of 105 counties was served by the Kansas State College Library at some time during the 20 years studied in this report.

The enrollment statistics as indicated on Figure 4 showed that Kansas State College drew students from a wider area of the state during the year 1952/53 than any one of the other higher institutions. Fifteen of the group of 29 selected counties sent the majority of their students to Kansas State College. The larger county enrollments and the larger number of requests tend to come from the nearby counties.

There does not seem to be any correlation between the large area sending the largest number of students to Kansas State

Table 5. Breakdown of enrollment by counties for four state institutions.

Kansas Counties	: Kansas State: : College : : Totals :	Univ. of : Kansas : : Totals :	: Fort Hays : State : : College : : Totals :	: Emporia : Teachers : : College : : Totals :
Allen	19	41	1	5
Anderson	28	27	-	4
Atchison	43	42	1	4
Barber	24	24	8	8
Barton	89	67	80	10
Bourbon	18	21	-	-
Brown	54	50	-	6
Butler	68	58	3	19
Chase	16	4	-	22
Chautauqua	9	9	-	3
Cherokee	9	26	-	-
Cheyenne	11	8	14	-
Clark	16	13	12	4
Clay	76	28	1	3
Cloud	76	35	11	7
Coffey	22	15	-	23
Comanche	12	12	15	4
Cowley	74	51	-	10
Crawford	21	88	-	-
Decatur	26	14	23	-
Dickinson	100	47	5	18
Doniphan	21	21	1	2
Douglas	20	945	1	7
Edwards	16	18	13	4
Elk	7	13	-	3
Ellis	26	27	333	1
Ellsworth	30	19	35	3
Finney	33	20	20	4
Ford	34	41	26	15
Franklin	46	71	1	10
Geary	101	33	1	2
Gove	15	11	39	1
Graham	11	7	37	1
Grant	6	6	20	2
Gray	12	4	12	3
Greeley	8	2	5	-
Greenwood	33	17	1	36
Hamilton	5	6	13	3
Harper	36	22	-	4
Harvey	55	61	2	27
Haskell	11	7	6	1
Hodgeman	21	6	19	-
Jackson	48	22	-	9



Table 5 (cont.)

Kansas Counties	: Kansas State: : College : : Totals :	Univ. of : Kansas : : Totals :	: Fort Hays : : State : : College : : Totals :	: Emporia : Teachers : : College : : Totals :
Jefferson	31	41	-	1
Jewell	34	7	23	-
Johnson	101	437	2	3
Kearny	6	14	7	5
Kingman	25	19	2	3
Kiowa	12	11	20	3
Labette	24	51	2	-
Lane	3	10	20	-
Leavenworth	41	111	1	9
Lincoln	37	16	-	8
Linn	33	20	22	1
Logan	16	8	24	1
Lyon	42	44	-	257
Marion	47	29	-	29
Marshall	95	36	-	13
McPherson	52	35	2	12
Meade	14	20	14	3
Miami	28	45	-	5
Mitchell	47	26	28	2
Montgomery	55	101	1	3
Morris	52	15	3	28
Morton	5	15	-	-
Nemaha	34	20	-	9
Neosho	24	33	-	4
Ness	29	7	66	2
Norton	39	18	59	-
Osage	28	45	-	23
Osborne	30	16	61	6
Ottawa	52	16	11	3
Pawnee	28	30	53	1
Phillips	33	13	45	-
Pottawatomie	92	17	-	7
Pratt	40	33	12	-
Rawlins	15	14	15	1
Reno	99	144	17	10
Republic	44	20	7	7
Rice	53	33	16	14
Riley	725	30	-	3
Rooks	22	16	86	-
Rush	17	7	75	-
Russell	52	33	94	6
Saline	134	87	7	2
Scott	23	8	19	1
Sedgwick	221	331	10	15

Table 5 (concl.)

Kansas Counties	: Kansas State: : College : : Totals :	Univ. of : Kansas : : Totals :	: Fort Hays : : State : : College : : Totals :	: Emporia : Teachers : : College : : Totals :
Seward	11	16	3	5
Shawnee	196	328	4	10
Sheridan	10	7	11	-
Sherman	21	17	20	-
Smith	34	8	36	2
Stafford	50	31	24	14
Stanton	13	7	3	1
Stevens	4	8	6	1
Sumner	56	53	2	9
Thomas	31	18	22	2
Trego	14	9	55	4
Wabaunsee	25	14	-	11
Wallace	7	5	4	-
Washington	62	17	5	3
Wichita	7	-	7	1
Wilson	26	20	1	4
Woodson	10	11	-	3
Wyandotte	169	471	1	41
Majority or equal enrollment	51	31	25	3

College, and the number of extension requests sent to this institution. Although most of the students from these counties come to this college, most of the extension library requests are probably sent to the University of Kansas Extension Library. This supposition was made from the total number of requests received by the University and from the statistics given on Figure 5, which appears in a later part of this section. The subject specialization of the various institutions did not seem to have any particular bearing on the institution to which the requests were sent.

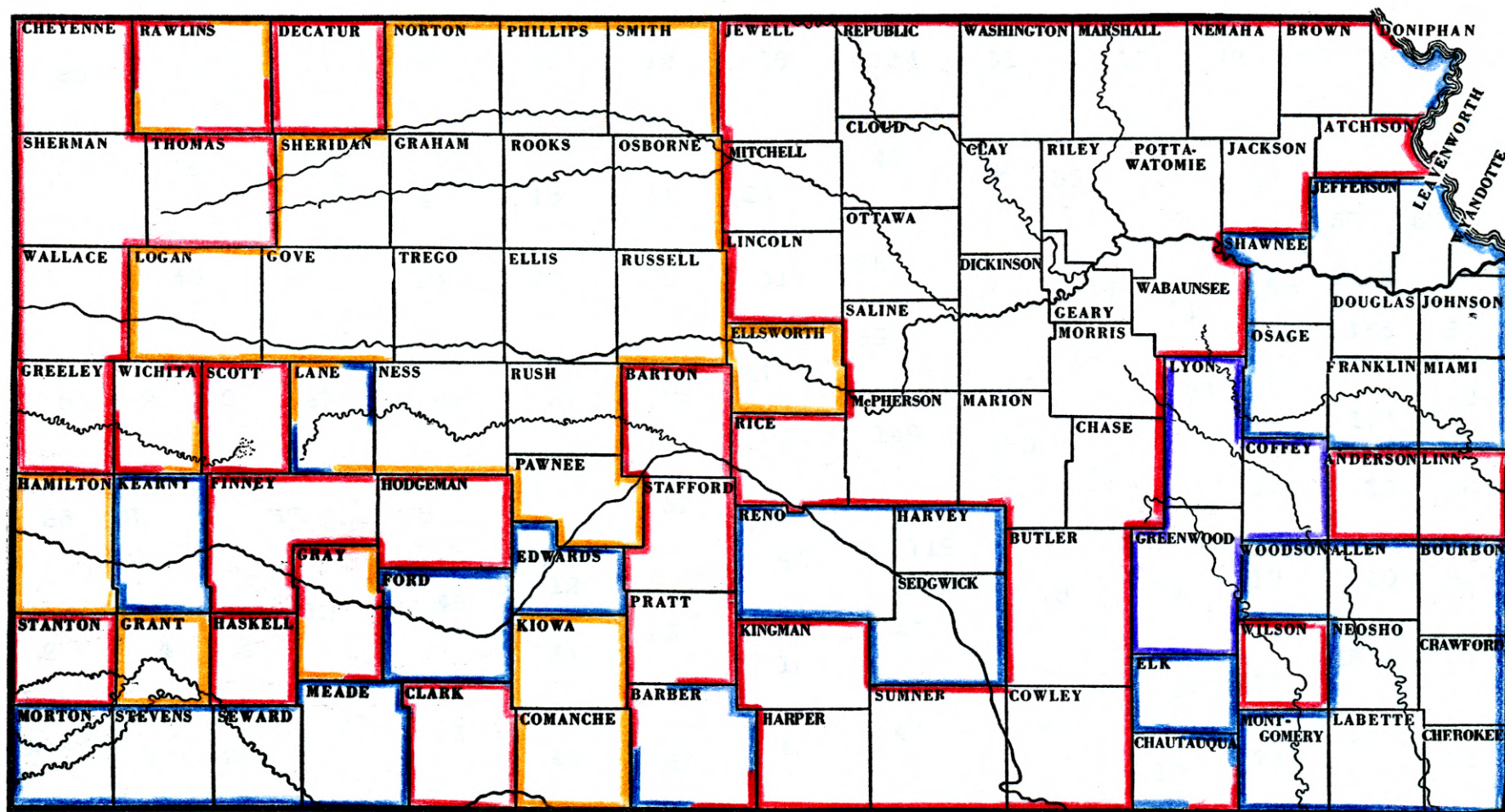


Fig. 4. Breakdown of student enrollment by counties for year 1952/53 (Emporia, 1953/54)

- Kansas State
- Univ. of Kansas
- Fort Hays
- Emporia
- Equal enrollment



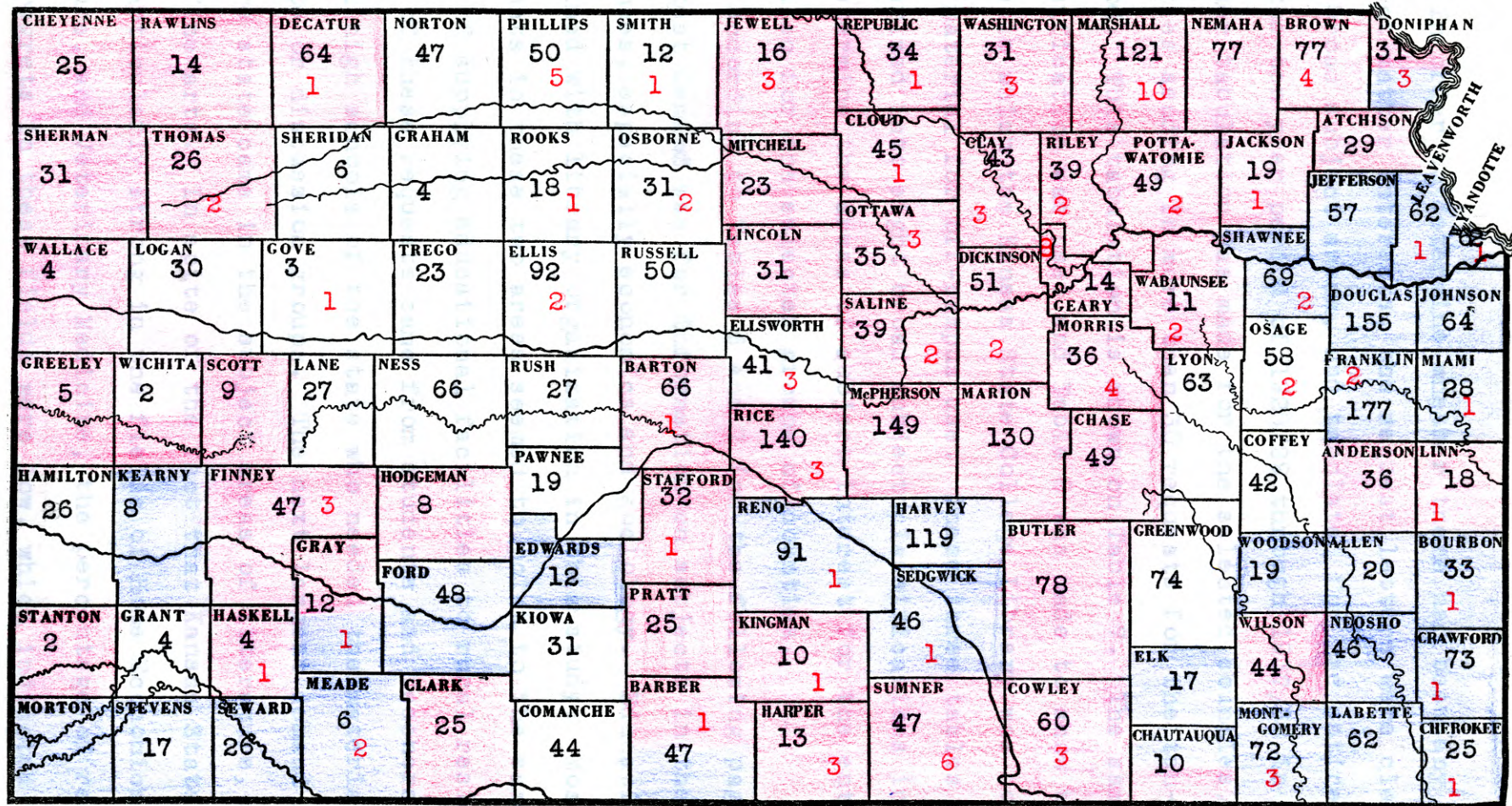


Fig. 5. Comparison of extension library requests sent to the University of Kansas Extension Library, and to the Kansas State College Library, as compared to student enrollment from these counties during the fiscal year 1952/53.

— Kansas State College

— University of Kansas



In order to determine whether there had been any trends in subject-matter interests, the request letters were classified into broad subject areas, and tabulated for the entire state for the ten-year period of 1928/29 through 1937/38 in Table 6. Another tabulation was made for the selected counties, or those counties sending in more than 30 requests for the ten-year period. This tabulation is shown on Table 7. The same subject classification was used and Table 8 was made to show the subject areas in which the Kansas State College Library was not able to send material for off-campus use. These three tables were then summarized into eight broad subject classifications in Table 9 to determine the areas of subject interest for the entire state, and also for the selected groups of counties.

According to Tables 6 and 7 (on the following pages), the greatest demand was for information on subjects in the social sciences, especially economics and sociology. Education was combined with library organization in this study. Most of the requests in these two areas seemed to point to the same purpose, that of supplying educational facilities to rural residents. Many of these requests came from students and teachers in the small high schools of the state who needed the materials for debate or discussion groups. The next largest demand from the entire state came in the subject areas of literature, science and fine arts. In spite of the fact that Kansas State College is particularly strong in the fields of Home Economics, Agriculture, and Veterinary Medicine, the percentage of requests and regrets in these fields were low, which indicated that the



Table 6. Items sent to borrowers from entire state, listed by subject areas for fiscal years 1928/29 - 1937/38.

Subject areas	1928/29	1929/30	1930/31	1931/32	1932/33	1933/34	1934/35	1935/36	1936/37	1937/38	Total	Per Cent
Agriculture and rural life	9	10	17	20	12	8	5	12	5	8	106	6
Economics and Sociology	36	37	15	29	21	10	7	9	11	16	191	10.8
Education	18	12	-	20	7	8	7	10	9	4	95	5.4
Engineering	-	-	-	-	-	-	-	-	-	-	-	-
Fine Arts	29	29	23	17	16	12	13	10	4	9	162	9.2
History, Law, Government	47	24	13	13	5	8	22	4	11	6	153	8.7
General Home Economics	5	-	1	-	-	3	-	-	1	2	12	0.7
Foods	3	-	4	4	-	2	1	2	1	2	19	1.1
Clothing and Textiles	3	1	1	3	-	2	1	-	-	-	11	0.6
Child care - Adolescence	3	4	7	4	-	1	-	-	-	-	19	1.1
Home improvement	9	7	2	1	-	-	2	4	3	2	30	1.7
Library organization	4	3	-	8	-	3	9	7	2	3	39	2.2
Literature, Journalism	23	31	22	29	29	10	17	9	8	15	193	10.1
Program planning	1	1	5	4	1	-	1	-	1	1	15	0.9
Recreation, games	3	2	5	2	3	1	1	2	-	-	19	1.1
Customs, holidays	7	17	11	2	-	4	2	5	4	5	57	3.2
Prohibition	5	6	3	1	3	2	-	-	1	-	21	1.2
Religion and philosophy	6	3	5	4	2	3	1	8	5	3	40	2.3
Biography	27	14	30	19	14	16	9	12	6	6	153	8.7
Geography, Travel	13	25	16	22	10	6	9	9	8	9	127	7.2
Juvenile books	1	1	2	7	-	-	-	-	-	-	11	0.6
Fiction	6	4	-	-	2	-	-	-	-	-	12	0.7
Nature study	7	-	1	-	-	-	1	2	-	-	11	0.6
Science, Inventions	10	20	19	27	11	13	4	14	19	7	144	8.2
Transportation	-	-	6	-	-	-	-	-	-	-	6	0.3
Woman's place	6	-	7	-	1	-	-	-	2	3	19	1.1
Miscellaneous	6	3	13	8	3	5	7	8	7	2	62	3.5
Totals	287	254	265	244	140	17	119	127	108	100	1761	
Per cent of total	16.3	14.4	15	13.9	8	6.6	6.8	7.2	6.1	5.7		100

Table 7. Items sent to borrowers from selected counties, listed by subject areas for fiscal years 1928/29 - 1937/38.

Subject areas	1928/29	1929/30	1930/31	1931/32	1932/33	1933/34	1934/35	1935/36	1936/37	1937/38	Total	Per Cent
Agriculture and rural life	5	4	10	7	3	4	3	4	3	3	46	5.2
Economics and Sociology	25	30	19	17	10	5	1	6	5	6	124	14
Education	7	10	7	11	4	5	3	4	4	2	57	6.4
Engineering	-	-	-	-	-	-	-	-	-	-	-	-
Fine Arts	7	14	9	8	10	7	8	6	2	3	74	8.3
History, Law, Government	33	9	2	3	2	4	9	1	4	4	71	8
General Home Economics	3	-	1	-	2	-	-	-	1	1	8	0.9
Foods	1	-	3	2	-	1	1	1	1	-	10	1.1
Clothing and Textiles	3	-	-	1	-	-	1	-	-	-	5	0.6
Child care - Adolescence	3	-	4	1	-	-	-	-	-	-	8	0.9
Home Improvement	4	5	1	-	-	-	1	2	-	2	15	1.7
Library Organization	2	-	-	5	-	2	3	3	-	3	18	2
Literature, Journalism	12	18	12	18	18	5	9	5	4	12	113	12.7
Program planning	1	-	-	-	-	-	-	-	1	1	3	0.3
Recreation, games	1	1	-	-	-	-	-	1	-	-	3	0.3
Customs, holidays	3	11	2	-	1	3	2	4	2	3	31	3.5
Prohibition	4	6	1	-	1	1	-	-	-	-	13	1.5
Religion and philosophy	2	1	4	3	1	1	-	5	-	2	19	2.1
Biography	12	11	17	-	7	7	5	5	1	4	69	7.8
Geography, Travel	10	10	5	9	6	1	3	4	4	4	56	6.3
Juvenile books	-	-	2	7	-	-	-	-	-	-	9	1.0
Fiction	4	1	-	-	1	-	-	-	4	6	16	1.8
Nature study	-	-	-	-	-	-	-	2	-	-	2	0.2
Science, Inventions	9	18	11	13	4	8	3	8	5	-	79	8.9
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Woman's place	3	-	4	-	-	-	-	-	1	-	8	0.9
Miscellaneous	4	1	4	3	1	4	4	5	4	-	30	3.4
Totals	158	150	118	108	71	58	56	66	46	56	887	
Per cent of total	17.8	16.9	13.3	12.2	8	6.5	6.3	7.4	5.2	6.3	100	

Table 8. Regrets or referrals for entire state for fiscal years 1928/29 - 1937/38.

Subject Areas	1928/29	1929/30	1930/31	1931/32	1932/33	1933/34	1934/35	1935/36	1936/37	1937/38	Total	Per Cent
Agriculture and rural life	-	2	2	3	1	1	-	-	-	-	9	1.6
Economics, Sociology	9	8	13	11	6	5	2	3	1	1	49	8.9
Education	9	3	5	2	4	10	-	-	5	-	38	6.9
Engineering	-	-	8	-	-	-	-	-	-	-	8	1.5
Fine Arts	12	3	5	2	3	13	-	1	-	-	39	7.1
History, Law, Government	9	3	-	-	3	10	-	3	2	1	31	5.6
General Home Economics	4	-	-	-	-	4	-	-	1	-	9	1.6
Foods	-	-	1	-	1	2	-	-	-	-	4	0.7
Clothing and Textiles	-	1	3	-	1	2	-	-	-	-	7	1.3
Child care - Adolescence	7	1	-	-	1	1	-	-	-	-	10	1.8
Home improvement	1	2	-	-	-	-	-	-	1	-	3	0.5
Library organization	2	-	11	3	-	3	-	-	-	-	19	3.5
Literature, Journalism	6	14	5	4	3	10	3	1	2	5	53	9.6
Program planning	1	3	1	1	-	-	1	1	2	2	12	2.2
Recreation, games	1	1	1	-	-	1	-	1	1	-	6	1.1
Customs, holidays	4	11	-	-	-	4	-	-	4	5	28	5.1
Prohibition	6	1	1	-	1	2	-	-	1	-	12	2.2
Religion and philosophy	2	-	9	-	2	3	-	-	6	3	25	4.5
Biography	-	8	-	-	4	19	4	-	10	6	51	9.3
Geography, Travel	2	7	1	-	4	6	2	3	4	6	35	6.4
Juvenile books	-	-	-	-	-	-	-	1	-	-	1	0.2
Fiction	-	3	3	-	-	-	1	1	7	-	15	2.7
Nature study	-	5	4	-	-	11	-	1	-	-	21	3.8
Science, Inventions	6	5	1	-	-	-	-	-	-	-	12	2.2
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Woman's place	5	-	4	-	1	2	-	-	-	3	15	2.7
Miscellaneous	4	6	6	-	-	6	1	-	9	2	34	6.2
Totals	95	87	99	45	62	43	29	32	36	22	550	
Per cent of totals	17.3	15.8	18	8.2	11.3	7.8	5.3	5.8	6.5	4		100

Table 9. Subject area summary for fiscal years 1928/29 - 1937/38.

Subject areas	1928/29	1929/30	1930/31	1931/32	1932/33	1933/34	1934/35	1935/36	1936/37	1937/38	Total	Per Cent
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Part 1. Number of items sent to entire state.

Agriculture	9	10	17	20	12	5	8	12	5	8	106	6
Social sciences	83	61	60	42	26	18	19	13	22	22	366	20.8
Education, Library	22	15	15	28	7	8	16	17	11	7	146	8.3
Science	24	30	26	27	11	13	5	16	9	-	161	9.1
Home Economics	23	12	15	25	-	8	4	6	5	6	104	5.9
Fine Arts, Recreation	40	49	44	25	20	17	17	17	9	15	253	14.3
Literature, Reading	70	75	77	70	55	32	35	40	40	23	517	29.4
Miscellaneous	16	2	11	7	9	13	18	6	7	19	108	6.1
Totals	287	254	265	244	140	117	119	127	108	100	1761	100

Part 2. Number of items sent to selected counties.

Agriculture	5	4	10	7	3	4	3	4	3	3	46	5.2
Social sciences	58	39	21	20	12	9	10	7	9	10	195	22
Education, Library	9	10	7	16	4	7	6	4	4	5	72	8.1
Science	9	18	11	13	4	8	3	8	5	-	79	8.9
Home Economics	14	5	9	4	-	3	3	3	-	2	43	4.9
Fine Arts, Recreation	12	26	11	8	11	10	10	10	5	6	109	12.3
Literature, Reading	38	40	36	34	31	13	17	14	13	20	256	28.8
Miscellaneous	13	8	13	6	6	4	4	16	7	10	87	9.8
Totals	158	150	118	108	71	58	56	66	46	56	887	100

Table 19 (concl.)

Subject area	1928/29	1929/30	1930/31	1931/32	1932/33	1933/34	1934/35	1935/36	1936/37	1937/38	Total	Per Cent
Part 3. Regrets or referrals.												
Agriculture	-	2	2	3	1	1	-	-	-	-	9	1.6
Social sciences	18	11	13	1	6	15	2	3	1	1	71	12.9
Education, Library	11	3	16	5	4	8	-	-	5	-	52	9.5
Science	6	5	9	1	-	14	-	1	-	-	36	6.5
Home Economics	3	4	-	-	-	1	-	-	-	-	8	1.5
Fine Arts, Recreation	6	5	3	2	6	1	-	-	-	-	23	4.2
Literature, Reading	8	7	10	4	7	3	5	3	7	6	60	10.9
Miscellaneous	43	50	46	29	38	-	22	25	23	15	289	52.5
Totals	95	87	99	45	62	43	29	32	36	22	550	100



Extension Division of the college was probably meeting the need for materials in these areas, or that the rural residents did not feel the need for information other than that which might be obtained from the local public library, or from the farm periodicals in their homes.

The same procedure was followed and Tables 10 through 13 were made for the second ten-year period, 1944/45 through 1953/54.

During the period covering the years 1944/45 through 1953/54, the percentage of requests for material in the subject areas of history, law, and government were highest for both the entire state and the selected counties. Requests for material in geography, travel, and fine arts ranked second and third in percentage. Since this ten-year period followed the war years, the interest in other countries may have been influenced by the return of the veteran members of the rural communities. The interest in synthetic fabrics was shown in an increase of requests for materials on clothing and textiles. Also, there was an increase in the number of requests for information on agriculture and rural life, mainly in the fields of home and farm improvement.

The percentage of regrets or referrals was heaviest in the fields of greatest interest: history, law, and government, with geography, travel, economics, and sociology ranking next. During this latter period, many regrets and referrals to other library agencies were sent to public school students. This increase in refusing service to the public schools was caused largely by the increase in demand for much of the same type of material for

Table 10. Items sent to borrowers from entire state, listed by subject areas for fiscal years 1944/45 - 1953/54.

Subject areas	1944/45	1945/46	1946/47	1947/48	1948/49	1949/50	1950/51	1951/52	1952/53	1953/54	Total	Per Cent
Agriculture and rural life	5	5	1	3	6	4	3	3	4	13	47	9.4
Economics, Sociology	4	4	-	2	7	-	-	5	2	1	25	5
Education	3	7	2	1	5	3	4	2	1	-	28	5.6
Engineering	-	-	-	-	-	-	-	1	2	2	5	1
Fine Arts	3	5	-	4	3	1	4	7	7	2	36	7.2
History, Law, Government	9	7	2	3	7	1	4	7	7	5	52	10.4
General Home Economics	-	-	-	-	1	-	-	-	-	-	1	0.2
Foods	1	-	1	2	1	1	1	-	1	1	9	1.8
Clothing and Textiles	6	4	-	3	6	3	-	-	-	1	23	4.6
Child care - Adolescence	-	1	-	-	-	-	-	-	-	-	1	0.2
Home improvement	1	-	-	-	-	-	-	-	1	-	2	0.4
Library organization	-	1	4	2	2	-	2	4	9	3	27	5.4
Literature, Journalism	8	7	-	-	1	2	-	3	8	1	30	6
Program planning	3	2	-	5	-	-	-	1	-	-	11	2.2
Recreation, games	1	-	-	-	1	-	-	-	1	-	3	0.6
Customs, holidays	2	2	1	1	-	2	-	-	-	-	8	1.6
Prohibition	-	-	-	-	-	-	1	-	-	-	1	0.2
Religion and philosophy	2	4	-	4	5	1	-	2	4	-	22	4.4
Biography	7	12	4	-	-	-	1	2	2	2	30	6
Geography, Travel	2	9	-	10	4	4	1	3	6	2	41	8.2
Juvenile books	-	-	-	-	-	-	-	-	-	-	-	-
Fiction	-	-	2	7	3	2	1	-	-	4	19	3.8
Nature study	1	-	-	-	-	-	1	-	-	1	3	0.6
Science, Inventions	7	5	1	5	3	-	2	-	7	5	35	7
Transportation	1	2	-	-	1	1	-	-	-	-	5	1
Woman's place	1	-	-	1	-	-	-	-	-	-	2	0.4
Miscellaneous	7	7	2	8	4	4	-	1	1	-	34	6.8
Totals	74	84	20	61	60	29	25	41	63	43	500	
Per cent of total	14.8	16.8	4	12.2	12	5.8	5	8.2	12.6	8.6		100

Table 11. Items sent to borrowers from selected counties, listed by subject areas, for fiscal areas 1944/45 - 1953/54.

Subject areas	1944/45	1945/46	1946/47	1947/48	1948/49	1949/50	1950/51	1951/52	1952/53	1953/54	Total	Per Cent
Agriculture and rural life	3	4	1	1	5	2	-	-	-	1	17	9.1
Economics, Sociology	2	2	-	-	-	-	-	1	2	-	7	3.7
Education	2	4	1	-	3	-	-	-	-	-	10	5.4
Engineering	-	-	-	-	-	-	-	-	1	1	2	1.1
Fine Arts	-	5	-	1	2	1	1	2	4	-	16	8.6
History, Law, Government	4	2	1	-	3	1	3	-	5	2	21	11.2
General Home Economics	-	-	-	-	-	-	-	-	-	-	-	-
Foods	1	-	-	-	-	1	-	-	-	-	2	1.1
Clothing and textiles	3	1	-	3	4	-	-	-	-	1	12	6.4
Child care - Adolescence	-	-	-	-	-	-	-	-	-	-	-	-
Home improvement	1	-	-	-	-	-	-	-	-	-	1	0.5
Library organization	-	-	-	1	-	-	-	-	3	-	4	2.1
Literature, Journalism	4	1	1	-	-	-	-	3	-	-	9	4.8
Program planning	3	1	-	1	-	-	-	-	-	-	5	2.7
Recreation, games	1	-	-	-	1	-	-	-	-	-	2	1.1
Customs, holidays	2	2	-	1	-	1	-	-	-	-	6	3.2
Prohibition	-	-	-	-	-	-	-	-	-	-	-	-
Religion and philosophy	1	1	-	1	2	1	-	2	2	-	10	5.4
Biography	5	4	-	-	-	-	-	1	1	2	13	7
Geography, Travel	1	5	-	2	4	-	1	2	2	1	18	9.6
Juvenile books	-	-	-	-	-	-	-	-	-	-	-	-
Fiction	-	-	-	5	1	1	1	-	-	1	9	4.8
Nature study	1	-	-	-	-	-	-	-	-	-	1	0.5
Science, Inventions	5	1	1	-	-	-	-	-	2	-	9	4.8
Transportation	-	1	-	-	1	1	-	-	-	-	3	1.6
Woman's place	-	-	-	-	-	-	-	-	-	-	-	-
Miscellaneous	3	3	2	-	-	1	-	1	-	-	10	5.4
Totals	42	37	7	16	26	10	6	12	22	9	187	
Per cent of total	22.5	19.8	3.7	8.6	13.9	5.4	3.2	6.4	11.8	4.8	100	

Table 12. Regrets or referrals for entire state for fiscal years 1944/45 - 1953/54.

Subject areas	1944/45	1945/46	1946/47	1947/48	1948/49	1949/50	1950/51	1951/52	1952/53	1953/54	Total	Per Cent
Agriculture and rural life	1	1	2	3	2	2	5	2	4	5	27	6.4
Economics, Sociology	2	5	5	1	7	-	-	4	7	9	40	9.5
Education	2	4	4	1	2	3	3	2	1	2	24	5.7
Engineering	1	-	-	-	-	-	-	1	2	-	4	1
Fine Arts	-	4	4	1	3	2	1	-	1	13	29	6.9
History, Law, Government	3	5	10	8	1	4	4	1	6	12	54	12.9
General Home Economics	-	-	-	-	-	-	-	4	-	-	4	1
Foods	1	-	1	2	-	-	-	-	-	-	4	1
Clothing and Textiles	-	-	1	1	-	-	-	-	1	-	3	0.8
Child care - Adolescence	-	-	-	-	-	-	-	-	-	-	-	-
Home improvement	-	1	-	-	-	-	-	-	-	-	1	0.2
Library organization	1	1	-	-	1	-	-	1	4	1	9	2.1
Literature, Journalism	2	1	-	-	-	-	-	1	1	-	5	1.2
Program planning	3	3	2	4	1	-	-	1	-	1	15	3.6
Recreation, games	-	-	-	-	-	-	-	1	-	1	2	0.5
Customs, holidays	-	2	1	-	1	-	2	-	-	-	6	1.4
Prohibition	-	-	-	-	-	-	-	-	-	-	-	-
Religion and philosophy	-	1	2	3	3	-	-	-	2	-	11	2.6
Biography	2	3	5	-	-	-	5	3	-	5	23	5.5
Geography, Travel	-	12	13	3	3	1	1	2	5	6	46	11
Juvenile books	-	-	-	-	-	-	-	-	-	-	-	-
Fiction	-	-	4	4	2	1	-	-	-	4	15	3.6
Nature study	-	2	-	1	-	-	-	-	1	-	4	1
Science, Inventions	1	4	6	5	-	1	4	1	2	9	33	7.9
Transportation	-	1	-	1	1	-	-	-	-	-	3	0.8
Woman's place	-	2	2	-	-	-	-	-	-	-	4	1
Miscellaneous	-	14	6	6	-	3	-	6	10	9	54	12.9
Totals	19	66	68	44	27	17	25	30	47	77	420	
Per cent of total	4.5	15.7	16.2	10.5	6.4	4	6	7.1	10.5	18.3	100	

Table 13. Subject area summary for fiscal years 1944/45 - 1953/54.

Subject areas	1944/45	1945/46	1946/47	1947/48	1948/49	1949/50	1950/51	1951/52	1952/53	1953/54	Total	Per Cent
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Part 1. Number of items sent to entire state.

Agriculture	5	5	1	3	6	4	3	3	4	13	47	9.4
Social sciences	13	11	2	5	14	1	4	12	9	6	77	15.4
Education, Library	3	8	6	3	7	3	6	6	10	3	55	11
Science	9	7	1	5	4	1	2	-	7	5	41	8.2
Home Economics	8	5	1	5	7	4	1	-	2	2	35	7
Fine Arts, Recreation	9	9	1	10	4	3	4	8	8	2	60	12
Literature, Reading	17	28	6	17	8	8	3	8	16	5	116	23.1
Miscellaneous	10	11	2	11	10	5	2	4	7	7	69	13.8
Totals	74	84	20	61	60	29	25	41	63	43	500	100

Part 2. Number of items sent to selected counties.

Agriculture	3	4	1	1	5	2	-	-	-	1	17	9.1
Social sciences	6	4	1	-	3	1	1	1	7	2	26	13.9
Education, Library	2	4	1	1	3	-	-	-	3	-	14	7.5
Science	6	2	1	-	1	1	-	-	2	-	13	7
Home Economics	5	1	-	3	4	1	-	-	-	1	15	8
Fine Arts, Recreation	6	8	-	3	3	2	1	2	4	-	29	15.5
Literature, Reading	10	10	1	8	5	1	2	6	3	4	50	26.7
Miscellaneous	4	4	2	-	2	2	2	3	3	1	22	11.8
Totals	42	37	7	16	26	10	6	12	22	9	187	100



Table 13. (concl.)

Subject areas	1944/45	1945/46	1946/47	1947/48	1948/49	1949/50	1950/51	1951/52	1952/53	1953/54	Total	Per Cent
Part 3. Regrets or referrals.												
Agriculture	1	1	2	3	2	2	5	2	4	5	27	6.4
Social Sciences	5	10	15	9	8	4	4	5	13	19	92	21.9
Education, Library	3	5	4	4	3	3	3	4	5	3	37	8.8
Science	1	7	6	7	3	-	4	4	3	9	44	10.5
Home Economics	1	1	2	3	-	-	4	1	-	-	12	2.9
Fine Arts, Recreation	3	9	7	5	5	2	3	2	1	13	51	12.1
Literature, Reading	4	16	22	7	5	2	2	6	6	15	85	20.2
Miscellaneous	1	18	11	6	1	4	-	6	12	13	72	17.1
Totals	19	66	68	44	27	17	25	30	44	77	420	100

campus use. Also current magazine materials were required to give adequate answers to many of the public school questions received during this period, and these magazines are not circulated for off-campus use.

A comparison was made of the three institutions, Kansas State College Library, University of Kansas Extension Library, and William Allen White Library of the Emporia Teachers College. The number of extension library requests received, material sent, number of towns and counties served by each institution were considered in this comparison. Statistics from the Emporia State Teachers College Library were compared with statistics from the Kansas State College Library for a five-year period during each of the ten-year periods studied. These comparisons are shown in Table 14.

Another comparison of service was made for 1952/53 and 1953/54 between the Extension Library at the University of Kansas, and the College Library at Kansas State College. These comparisons are shown in Table 15, and in Figure 5. This also shows the enrollment areas of these two institutions for the year 1952/53. The counties shaded in red send the largest number of students to Kansas State College, and those shaded in blue send the largest number to the University of Kansas, while those counties sending the same number to the two institutions are shaded with both colors. The number of requests for the year 1952/53 from the counties are also noted on the map in Figure 5. The blue numbers indicate requests to the University of Kansas Extension Library and the red numbers indicate requests

Table 14. Comparison of extension library services of the libraries of Kansas State College, and Kansas State Teachers College of Emporia for two five-year periods, fiscal years 1930/31 - 1934/35 and 1949/50 - 1953/54.

Years	<u>Requests received</u>		<u>Letters or items</u>		<u>Towns contacted</u>		<u>Counties served</u>	
			sent					
	Kansas	Emporia	Kansas	Emporia	Kansas	Emporia	Kansas	Emporia
	State	State	State	State	State	State	State	State
First period								
1930/31	295	1318	517	4848	170	343	83	99
1931/32	243	1376	491	5283	139	334	83	99
1932/33	175	1457	287	5375	104	300	65	97
1933/34	145	1018	229	4523	108	265	62	88
1934/35	137	1472	283	5525	124	278	71	92
Totals	995	6641	1807	25556	645	1520	364	475
Second period								
1949/50	70	392	38	1115	41	141	32	68
1950/51	48	397	30	1070	48	153	38	70
1951/52	58	180	58	418	45	82	36	55
1952/53	116	200	110	405	74	89	55	57
1953/54	130	175	82	441	110	86	64	56
Totals	422	1344	318	3449	318	551	225	306

to Kansas State College Library.

Table 15. Comparison of the extension library service of the Kansas State College Library and the University of Kansas Extension Library for a two-year period, fiscal years 1952/53 and 1953/54.

Years	Requests		Number pack-		Towns		Counties	
	received		ages sent		contacted		served	
	: Univ.	: Univ.	: Univ.	: Univ.	: Univ.	: Univ.	: Univ.	: Univ.
	: Kansas:	: Kansas:	: Kansas:	: Kansas:	: Kansas:	: Kansas:	: Kansas:	: Kansas:
	: State:	: State:	: State:	: State:	: State:	: State:	: State:	: State:
1952/53	116	4922	110	3856	74	469	55	105
1953/54	130	5172	82	4145	110	486	64	105
Totals	246	10094	192	8001	184	955	119	210

Since a great deal of printed material is distributed by the Extension Division of Kansas State College, the totals of their distribution were obtained from the Kansas State College Extension Information Annual Report. These totals are given in Table 16. While these statistics are not a part of the extension library service of this institution, they do show something of the amount of material which is distributed by the college to the rural residents of the state in answer to letters, through conferences and meetings, and through the work of the field workers of this division.



Table 16. Materials distributed by the Kansas State College Extension Division, fiscal years 1952/53 and 1953/54.

Years	:Kansas State : : Extension : :Publications :	: U.S.D.A. : :Publications : :	:Miscellaneous: : Publications: :	Record Forms, etc. :
1952/53	192,378	128,474	645,525	438,260
1953/54	231,895	125,714	545,184	410,961

1

<sup>1</sup>Kansas State College. Extension Information Project, No. 2, Report. 1954/55, p. 72.

The Tri-County Survey, which was conducted in Riley, Wabaunsee, and Pottawatomie Counties is summarized in Table 17. The totals from Geary County are also included in this table (on the following page) as there is some overlapping of service areas. In this table the Home Demonstration units were counted as a unit instead of by the total membership. If over half of the members voted yes on a given question, that unit was given credit for an affirmative answer. At the time of this study, the majority, but not all the questionnaires had been returned.

The results of these questionnaires cannot be accepted as completely accurate. After the blanks had been returned, it was decided by the surveyors that the leaders of the units did not have a clear comprehension of the meaning of some of the questions. It was also very evident that practically all respondents were uncertain as to the facilities and services which can be provided by a progressive library. The counties which already have good libraries, Riley and Geary, indicated a satisfaction with the services of these institutions. One of the

Table 17. Survey of availability of books.

	: Riley	: Potta-	: Wabaun-	: Geary				
	:	:watomie	: see	:				
	:Yes	: No	:Yes	: No	:Yes	: No	:Yes	: No
1. How many of you belong to a book club?	2	12	5	14	3	8		9
2. Do your children (if living at home) belong to a book club?		10		12		9		8
3. Do you borrow books from Kansas Traveling Libraries Commission?	1	9	6	9	2	8		7
Nearby Library (within ten miles)	4	8	10	6	1	8	6	3
Library farther away	1	6	5	9	1	8	1	7
4. Do you borrow maps, records, films, etc., from any library center in Kansas?	5	8	7	6	2	5	1	9
If not, would such services be useful to you?	4	1	6	2	2		1	
5. How many feel library services need to be increased in your community?	1	6	8	8	9	2	2	6
6. Would you be willing to send a representative to attend a county-wide meeting to discuss library services?	7	7	10	9	7	5	4	6

Riley County units stated a group interest in library services, but the unit would not send a representative to the county-wide meeting as they felt that the building of Tuttle Creek Dam did not allow them to plan ahead. Several blanks from Pottawatomie County mentioned, and showed definite loyalty to, their village and school libraries. One blank stated that the resources of their small library were adequate if people could be interested in using them. Wabaunsee County units reported little use of library facilities, but the majority stated that they felt the

library services needed to be increased. At least one half of the units in the tri-county area agreed to send representatives to a county-wide meeting to discuss expanding library services in the county. The results of the questionnaires gave an estimate of the amount of interest in library service in the area. The subject interests of the people were to be determined later at a county-wide meeting.

### CONCLUSIONS AND RECOMMENDATIONS

The objectives of this study should be re-stated before any conclusions are reached regarding the research which has been conducted in the field of extension library service. The following questions have been considered:

What per cent of requests received from residents of Kansas have been filled at Kansas State College each year during the two ten-year periods?

How does the total number of requests compare during these periods?

Are the extension library requests mainly from adults or public school borrowers?

Which areas of the state send in the largest number of requests?

Have there been any definite trends in subject area interest during these periods?

What special library needs are shown by the Tri-County survey?

The following conclusions were reached as a result of

this study:

The percentage of requests filled by the Kansas State College Library declined from 73 per cent in the first ten-year period to 58 per cent in the second.

The largest per cent of requests filled during any one fiscal year was 81.4 per cent in the years 1931/32 and 1937/38.

The smallest per cent of requests filled during any one fiscal year was 42.3 per cent in 1953/54, the last year of the study.

The total number of requests during the first period was 2053, while the total number during the second period was 902, or a decline of 1151.

The largest number of requests seemed to have come from adult borrowers. Over 30 per cent of the requests during each of the two periods were from club women asking for program information, and since the miscellaneous group, also over 30 per cent, were presumably adults, these two groups would total between 60 and 70 per cent of the requests.

With a few exceptions, nearby counties sent in the largest number of requests.

The coverage was nearly state-wide during the first period as 102 counties sent in some requests, while 96 counties sent in requests during the second period.

As a result of studying the county breakdown of student enrollment for the four state institutions, it appeared that there was no definite correlation between the county enrollments and the extension library requests.

During the first ten years, the largest percentage of requests came for material in the subject fields of economics and sociology, with literature, science, and fine arts next in demand.

During the second ten years, requests for material in the subject areas of history, law, and government were highest, with geography, travel, and fine arts second. The influence of war and an interest in international affairs may have had an effect on the subject interest during these years.

Since the demand for materials in agriculture, home economics, veterinary medicine, and engineering were not particularly high, it appeared that the subject specialization of the college did not influence the number of requests.

In both ten-year periods, the largest percentages of regrets came in the subject fields of greatest demand, which showed a need for more available materials in these areas.

The comparisons of the number of requests to Emporia State Teachers College, and to Kansas State College, as shown in Table 14, shows a definite decline between the first five years and the last five years studied for both institutions. This comparison was important to the study because both of these institutions maintained the extension library service as a part of the work of the college library, and used the regular library collection as the source of materials.

The Emporia statistics were higher in all instances, except for the number of towns and counties served during the last year, than the Kansas State College statistics. This may have been influenced by the fact that one staff member at Emporia



was designated as extension librarian. In this type of organization, the extension librarian could keep more accurate statistics including an account of the materials charged to off-campus borrowers over the library desk, as well as those requested by letter. The extension librarian could give more efficient service since she was provided a definite time to do this type of reference work.

In the comparison of extension library statistics between Kansas State College Library and the University of Kansas Extension Library as shown in Table 15, the University of Kansas Service far surpassed the Kansas State service in all respects. This was a good indication of the value of a definitely designated book collection with its own budget appropriation, and of a library staff appointed to service this type of library.

The large and increasing number of requests to the University of Kansas Extension Library did not seem to be influenced by the charge of the small service fee of 25 cents per package library. In a volume of 4000 package libraries per year sent to patrons over the state, this fee would amount to \$1,000 and would be an aid in the collection and maintenance of the materials needed for this type of service.

The number of publications distributed by the Kansas State College Extension Service by mail, through conferences, and the work of the field workers in this division showed the need and interest of the rural people in this type of information.

The data of the Tri-County survey showed the interest of the rural people in library service. However, the answers to

several of the questions showed a lack of comprehension of the services which could be furnished by libraries to the rural residents.

The findings of this study indicated a definite need of library service for Kansas rural residents. The state school laws have aided in the organization and growth of the school libraries in the state. As these libraries become better equipped and administered, they will be able to more nearly meet the demands of the public school personnel in their needs for supplementary materials.

The adults of the state will continue the need for more library service. In order to obtain this service, increased expenditures will be necessary to maintain existing services and organize new institutions.

Extension library services should be maintained at the various state institutions with emphasis placed on giving library service in the subject specialization of the college or university.

The extension library service should be organized as a separate unit with its own staff, book collection, and operational budget. It should be under the supervision of the university library administration, or under the supervision of the extension division of the university. In either type of administration, the extension library should have the privilege of using the available resources of the university library to supplement its own resources.

The university extension library service should have a

definite budget appropriation which will be used to purchase and service books and other informational materials. A small service fee may be charged for each loan, which will aid in defraying the operational expenses of the service.

Public library services should be expanded to help take care of the adult education and leisure reading needs of the community. Communities without adequate resources should be encouraged to take advantage of the resources provided through the provisions of the Federal Library Services Bill.

Communities which are not alert to the opportunities offered them in library service should be encouraged to secure information which will be available to them as the results of projects such as the Ottawa Library-Community Project. They should be encouraged to take part in regional surveys in order to find out their own resources and needs.

### ACKNOWLEDGMENTS

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Mrs. Virginia Maddux, Librarian of the University of Kansas Extension Library, and Miss Harriet Elcock, of the library staff of the Kansas State Teachers College of Emporia, were very gracious in responding to questions concerning their departments and in co-operating by allowing the writer to use the records of these departments.

Miss Georgianna Smurthwaite, of the Kansas State College Extension Service, and Mrs. Alice Reilly, Librarian of the Manhattan Public Library have been very co-operative in sharing the information and records regarding the Tri-County Library Survey.

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**APPENDIX**

WILLIAM ALLEN WHITE LIBRARY  
KANSAS STATE TEACHERS COLLEGE  
EMPORIA, KANSAS

DEAR FRIEND:

We have checked mail-loan material to you, as shown below. It is understood that this material may be recalled at any time, and you agree to return it immediately upon being notified. PLEASE OBSERVE THE RETURN DATE given below. Usually, if application is made to us before the return date, loans may be renewed.

Reasonable care of this material is expected. Books and pamphlets are not to be marked in any way. When returning, WRAP STOUTLY, using strong paper and protective material. Put your name and address on the package. PLEASE REMIT our postage expense, amount shown below.

Very truly yours,


*Librarian,*

*By*  
*Mail Loan Service.*

Material mailed (date),

Items:

Total number pieces,  
TO BE RETURNED on or before  
PLEASE REMIT postage,            cents.  
NOTE:

 Address all correspondence and return books to WHITE LIBRARY,  
KANSAS STATE TEACHERS COLLEGE, EMPORIA, KANSAS



## BLUEPRINTS FOR CLUB YEARBOOKS

The Extension Library of the University of Kansas has arranged this program plan to assist club groups in selecting interesting and appropriate topics based on a general theme. Materials are available on loan from the Extension Library for all subjects listed and many others which could not be specifically included in a brief outline.

## WOMEN--THEIR PLACE IN THE WORLD

- I. History of Women
  1. History of Woman
  2. Social Status of Women in the U. S.--  
Foreign Countries
  3. Feminine Characteristics
  4. Influence of Women
- II. Legal Status of Women
  1. Equal Rights for Women
  2. Citizenship of Women
  3. Laws Affecting Women
  4. Legal Status of Women in Foreign Countries
- III. Women in Government
  1. Woman Suffrage
  2. Women in Public Affairs
  3. Women in Politics
  4. Women in World Affairs
- IV. Occupation of Women
  1. Women in Industry
  2. Home vs Career for Women
  3. Working Wives
  4. Making Money at Home
  5. Unusual Jobs for Women
- V. Women in War and Peace
  1. Women in the Armed Forces
  2. Women in War Work--Civil Defense, War Industry,  
Nursing
  3. Women in Peace Participation
- VI. Outstanding Women of the World
  1. Prominent Women Authors
  2. Prominent Women Musicians
  3. Prominent Women Artists
  4. Prominent Women Politicians
  5. Prominent Women Scientists
  6. Prominent Women in Medicine

VI. Outstanding Women of the World (cont.)

7. Prominent Women in Sports
8. Prominent Women in Law
9. Prominent Women in Social Work
10. Prominent Women in Religion

Other materials in envelope

EXHIBIT B<sub>2</sub>

***bulletin***

*of the*

**UNIVERSITY  
OF KANSAS**

**EXTENSION LIBRARY**

*program planning aids*

*package libraries*

*drama materials*

*art prints*

*books*



**UNIVERSITY EXTENSION**

**LAWRENCE, KANSAS**

Exceptions in amounts of material and in length of loan are allowed whenever possible to meet particular needs.

This Bulletin omits a long list of package library subjects, which past issues have contained, because such a list would necessarily be incomplete and soon out of date. As there is practically no topic about which some sort of information is not available, the following suggestions are merely to indicate something of the range and variety of the subjects which are dealt with in a package library.

AIR TRANSPORTATION  
AMERICAN LITERATURE  
ANTIQUE GLASSWARE  
ART APPRECIATION  
ARTS AND CRAFTS  
ATOMIC ENERGY  
BOOK WEEK  
CHILD DEVELOPMENT  
DOMESTIC ARCHITECTURE  
ECONOMIC PLANNING  
EDUCATION TODAY  
EVOLUTION  
FAMOUS MOTHERS  
FLOOD CONTROL  
FOREIGN COOKERY  
GARDENING  
GEOGRAPHY  
HORSES  
HOUSING PROBLEMS  
INTERIOR DECORATION  
INTERNATIONAL RELATIONS  
LABOR AND INDUSTRY  
MARRIAGE AND DIVORCE  
MENTAL HEALTH  
MUSIC FOR CHILDREN  
NEW DEVELOPMENTS IN SCIENCE  
PREHISTORIC CULTURES  
PROMINENT NEGROES

RACIAL AND RELIGIOUS MINORITIES  
RECREATION  
RELIGIONS OF THE WORLD  
TELEVISION  
WOMEN OF TODAY  
WORLD POLITICS

Also available are the following specialized classes of package libraries.

## KANSAS MATERIAL

A loan collection of information on Kansas is being developed in the Extension Library to help Kansans in studying their own state. Representative topics are:

AGRICULTURE  
ARTS AND ARTISTS  
BIOGRAPHY  
BIRDS  
FLOWERS AND TREES  
GOVERNMENT  
HISTORY  
HISTORICAL LANDMARKS  
HIGHWAYS  
INDUSTRIES  
KANSAS DAY  
LEGISLATIVE COUNCIL  
MINERAL RESOURCES  
PIONEER LIFE  
STATE INSTITUTIONS  
STATE PARKS AND LAKES

This collection can constitute only a small part of all of the information about Kansas, but much of interest and use can be obtained here by the general reader and student who may not have access to local or state historical collections.



Persons doing detailed research will need to visit one of the libraries possessing the more complete resources. These are the Kansas State Historical Society, which has the most complete accumulation, and the University of Kansas Library, which has a special collection on Kansas subjects.

## DEBATE AND SPEECH REFERENCES

Cooperating in the development of the Kansas high school debating program, the Extension Library provides a special reference service for schools and debaters of the state. Around each year's debate and extempore speaking subjects is built a special loan collection of sufficient size to care for the heavy demands of the schools participating. Other speech activities represented in the state's contest program also are given special attention. Included are textual materials for the director of such activities, as well as reference materials needed in the student's work.

## BOOK REVIEWS

The Extension Library assembles reviews and comments on current books to aid its patrons in preparing their own reports.

A book shelf of both fiction and non-fiction is also maintained by the Extension Library to help answer requests for current books.

## VOCATIONAL AND OCCUPATIONAL INFORMATION

For keeping informed concerning changing conditions and developments in the field of occupational guidance and vocational training, pamphlets and periodicals have proved to be ideal source material. Authoritative, recent bulletins and leaflets on old and new careers are added to the Extension Library files to keep this section up-to-date. Engineering, nursing, photography, and teaching are examples of occupations on which there is an abundance of material. Other vocations less popular or more limited in scope provide fewer references.

## UNITED NATIONS MATERIAL

Information about the United Nations may now be obtained from the Extension Library, which has established a United Nations Volunteer Educational Center in conjunction with the U. N. Department of Public Information. This project is a part of a nation-wide network.

This center provides U. N. material to all interested persons. Teachers and club women are finding it particularly useful. New materials are constantly being added, that the most recent and authentic information may be readily available.

When writing please specify whether you wish general information on the United Nations or on one of the special divisions or agencies of the U. N.

## LIBRARY BOOKS

Books from the University of Kansas Library may be sent on Extension loan whenever they are not needed by resident students and faculty. Certain volumes and collections, which have a restricted circulation because they are unusually valuable or are not replaceable, are excepted.

Book loans may consist of specifically requested titles or of a selection by the Extension Library reference staff dealing with a given subject. The answer to a package library request may total a half dozen or more books if the subject is one on which the only available materials are short portions from various longer works.

## PROGRAM PLANNING AIDS

Program committees in the majority of organizations and study groups today are challenged to present programs of real significance in terms of the problems and interests of the day. The Extension Library has materials which are helpful in planning programs either for the entire year or for special occasions. Complete programs are not outlined for an individual group, but special attention is given to each group's particular interests and needs, as they have been made known, in preparing their package of program planning aids.

## ART PRINTS



The loan collection of art prints consists of approximately 3,500 reproductions, mainly color prints of famous paintings and representative works of prominent painters of various nations and periods. The average size of these prints, which are mounted on lightweight buff cardboard, is 11"x14".

A package library of reference material may accompany a loan of art prints, or an art subject package may include a few prints to be used as illustrations.

THE GENERAL COLOR PRINTS make up the greatest part of the collection. Although the prints available are not represented in proportion to the relative importance of their artists, they provide a satisfactory illustration of national schools and periods of art and most of the greatest or best-known painters.

THE COLOR ENGRAVINGS are historic and sporting scenes made by lithography or other special processes. These include a set of Currier and Ives lithographs and a few pictures of flowers and animals.

THE MEDICI PRINTS are a single set of 12 large, accurate copies of famous paintings representing several periods and nationalities. They are heavily mounted, and provided with cords for hanging. Brief descriptive sketches for each picture and a short introductory survey accompany this group. By reason of their size (average 24"x35") and accuracy of reproduction, they are especially valuable in any study of the technical aspects of painting. The set, boxed for shipping, weighs fifty pounds and is sent by express.

THE COSTUME COLOR PLATES, which include more than 150 original water color sketches, present a history of American costume from 1700 to 1941. A man, a woman, and a child clothed in the style of each decade with corresponding fashion accessories—hats, gloves, hairdress, neckwear, and other final touches in dress—are shown. There are also several plates of folk and fantasy costume, such as Robin Hood, Columbine, and Pierrot.

THE NELSON GALLERY PHOTOPRINTS are available through the cooperation of the William Rockhill Nelson Gallery of Art at Kansas City, Missouri. These black-and-white prints are representative of the Gallery's holdings and satisfactorily outline the history of painting. They are supplied with supplementary explanatory lectures prepared by the Gallery staff. These consist of a short introduction to the group as a whole, a general discussion of each school of painting represented, and a separate commentary for each picture.



THE KANSAS PRINTS consist primarily of mounted black-and-white full-page magazine illustrations showing the work of Kansas painters and printmakers. While they are not extremely precise, they give an idea of the character of the work represented. This group includes also a few color prints and several black-and-white original drawings.

THE ELLSWORTH COLLECTION, 12 portfolios of matted color prints of famous paintings, was assembled for the Extension Library by Miss Maud Ellsworth, associate professor of education at the University of Kansas and art supervisor for the Lawrence public schools.

This collection contains two portfolios of the paintings of Contemporary Americans and one each of the following: Contemporary French Painting; 19th Century French Painting; Women Painters of America; Surrealist and Abstract Painting; Benton, Curry, and Wood; George Bellows; The "Ash Can School" of American Painting; Vincent Van Gogh; Rembrandt; and Madonnas by Italian Painters.

Each portfolio, consisting of 11 prints with a brief explanation about the collection and the artists represented, was selected especially to aid in teaching art appreciation to public school pupils.



## DRAMA AND ENTERTAINMENT MATERIALS

The drama loan collection contains some 6,000 plays, texts on dramatic and theatrical techniques, and supplementary entertainment materials all selected from the offerings of major play publishers.

The plays are mainly suitable for amateur production and adaptable to the use of various groups—for the younger inexperienced actor, for the organized and more experienced school or community cast, and for contest. Some plays more appropriate for reading and study are also included.

Books and other reference materials concerned with such staging techniques as settings, make-up, and costuming are in the collection. The costume color plates (for description see page 16) are an invaluable aid for problems of costuming. Texts on play production, acting, interpretative reading, and on history and theory of drama and the theatre furnish both background and practical instruction.

For entertainment and program use, a group of miscellaneous books and pamphlets covers a great variety of party plans, skits,

stunts, games, pageants, radio plays, marionette plays, project plays, and many suggestions for special day arrangements. Typical themes of such pieces are Christmas, Halloween, safety, history, health and ones for special groups like 4-H Clubs and Boy and Girl Scouts.

Play listings are published from time to time, and a mailing list is maintained for those interested in receiving supplementary announcements of current additions. Plays may be borrowed for reading purposes only; production copies must be ordered directly from the publishers, who must also be consulted concerning royalties.

## HOW YOU CAN REQUEST MATERIAL



Address the Extension Library  
University of Kansas  
Lawrence, Kansas



- State as specifically as possible
- What is the subject of the material desired.
  - When it will be needed.
  - For what purpose it is to be used.

Every detail you can give concerning expected treatment and amount of material needed will help the librarian who assembles your loan to make the most appropriate selection. If your subject can have more than one interpretation, please indicate which one you have in mind. Also, by listing any material which you may already have on hand, you will be able to avoid possible duplication.



Place both your name and address on the request letter rather than on the envelope alone. If you do not receive a reply within a few days, please write again as no letter is ever intentionally left unanswered. If your request must be delayed or cannot be filled, you will be notified.



# *bulletin*

*of the*  
UNIVERSITY  
OF KANSAS

Vol. 51

No. 17

September 1, 1950

Entered as second-class  
matter at the  
post office at  
Lawrence, Kansas,  
under act of July 16, 1894.

## UNIVERSITY EXTENSION LIBRARY SERVICE

Program Planning Aids

Package Libraries

Drama Materials

Art Prints

Books

# FEES AND REGULATIONS GOVERNING LOANS

**SINGLE LOAN RATES:** 25c plus postage, for one package of any of the following items:

- 1** Package Library Loan: A collection of material on a single subject including as necessary any combination of clippings, pamphlets, and books.
- 2** Book Loan: 1 to 4 books sent at one time.
- 3** Art Print Loan: 12 prints. (Larger loans—13 to 50, 1½c each; 51 or more, 1c each; single prints, 3c each; minimum fee, 10c.)
- 4** Drama Loan: A selection of 8 plays or 10 readings or a combination of both. (One play or reading, 5c.)

University budget limitations make it necessary to offer Extension Library service on a part-pay basis. The 25c fee may be sent with the request or when the material is returned. A remittance of 15c which may also be sent with the request will usually cover postage, and any unused balance will be refunded with the loan package.

A card stating the amount of fee and postage due and the return date is mailed to the borrower concurrently with the package.



## SERVICE RATES

The yearly service rate is a convenience in handling fee payment for those who regularly use the Extension Library. It also provides an additional number of loans above the single loan rate if all the loans allowed are used within the specified time.

\$3	.	.	.	.	16 loans if used within a calendar year
\$4	.	.	.	.	24 loans if used within a calendar year
\$5	.	.	.	.	32 loans if used within a calendar year

## SPECIAL SERVICE SCHEDULES

Clubs or school groups may arrange in advance for continuous reference service on an entire year's program without extra charge. This service can be scheduled with or without a Service Rate subscription, as described above, but the prepaid yearly service fee with its additional loan allowance provides a saving as well as a convenience in paying the small fee charges.

Clubs should first submit the complete year's program for checking as to availability of reference requirements. With this concluded to the satisfaction of both the Extension Library and the group, the individual programs will be entered on the mailing calendar for materials to be sent at least two weeks in advance of each program date. All arrangements in connection with this service should be handled by the group's appointed representative.

Schools find continuous service convenient in providing reference materials for debates and extemporaneous speech work.

## LOAN PERIOD

Two weeks plus mailing time for Package Library, Book, and Art Print Loans.

One week plus mailing time for Drama Loans.

One extension of an equal time will be granted without charge when the request is made in advance of the expiration date, except when the material is in great demand.

## OVERDUE AND REPLACEMENT CHARGES

A charge of 10c is assessed when an overdue notice must be sent and 5c a day thereafter until the package is returned. Three days is allowed for delivery of the notice.

For any clipping lost or destroyed, a minimum fee of 10c is charged. For other items the charge is made in accordance with their value or replacement cost.

## RETURN OF MATERIAL

Material must be returned in the name and address of the borrower, who is responsible for all articles borrowed. Use of the mailing label sent with each loan assures the return of the package to the correct department of the University.

Books should be wrapped in corrugated paper. Package Libraries should have additional wrapping if the envelopes in which they were received were damaged in transit.

No handwriting or typewriting should be returned in any package since this subjects the package to first-class postage charges.

Use of the return labels provided for books gives the sender the benefit of lower book mailing rates.



## READING PROGRAM FOR CHILDREN

The University of Kansas Reading Program for Children has grown from the conviction that reading for pleasure is an essential element in the life-long process of education. The program is designed to stimulate the reading of good books by children in the elementary schools. It is also designed to help teachers, parents, and others choose, from the great number available, suitable selections of both modern and classical books for children. Through this program it is hoped that local communities will extend their efforts to bring more good books to the children of Kansas.

The program furnishes a simple working plan to stimulate the reading of good books by affording a means of recognizing the accomplishment. An attractive certificate, bearing the signature of the Chancellor of the University, will be awarded each child fulfilling the requirements.

The program is not intended to be a part of the regular school curriculum. It is offered as an enjoyable leisure-time activity which will add something of value to the education of those participating. In making this program effective, the University cooperates with schools, libraries, and community organizations interested in providing greater opportunities for children to enjoy good books.

For complete information about the Reading Program, please request an explanatory brochure from the Extension Library.

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1950



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# UNIVERSITY OF KANSAS ADMINISTRATION

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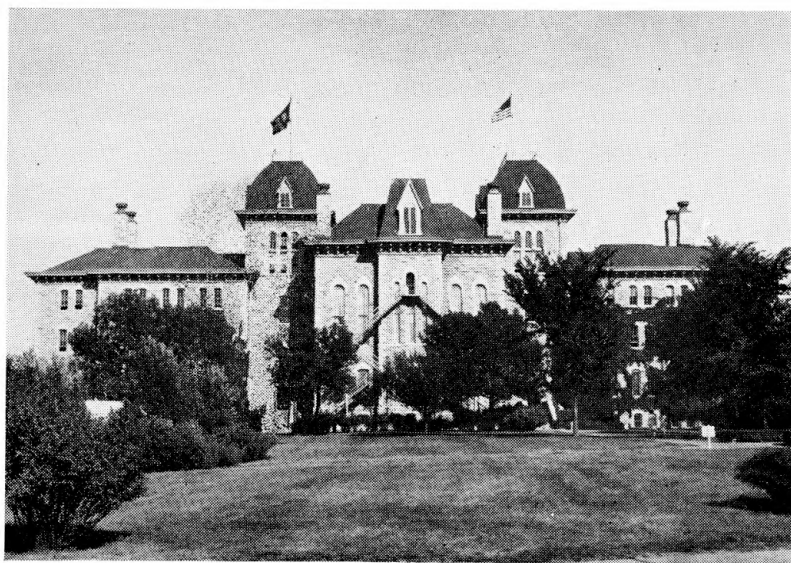
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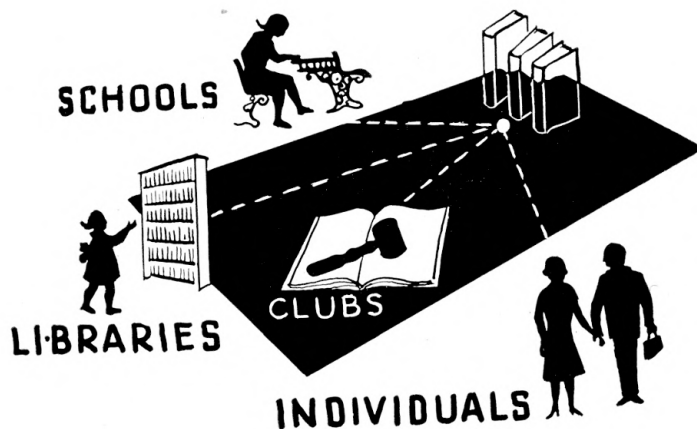
The Home of the University Extension Library Service

# UNIVERSITY EXTENSION LIBRARY SERVICE

The University Extension Library Service provides for individuals and organizations off the campus many of the sources of information and study available to students in residence at the University of Kansas. This service is designed to supplement community library facilities through loans of educational materials not obtainable locally.

The University Extension Division was established in 1909, making the University of Kansas one of the pioneers in the extension field. The development of the Extension Library Service began at this time with the loan of University library books and package libraries of periodical clippings and pamphlets. Four years later in 1913 this service was organized within the Division as the Bureau of General Information, which was to serve as a clearing house for informative material from the University to the residents of Kansas. The drama loan library, the first to be established by an American university, was inaugurated a year later.

Other features were added to this library service from time to time as it developed to meet changing needs and conditions. Today the University Extension Library sends out approximately 5,000 loans each year and answers many other inquiries and requests by letter. It serves annually an average of 500 towns and communities located in all of the counties of Kansas and in a number of other states.



## A SERVICE FOR YOU

Anyone who needs information may call upon the Extension Library for help. Upon your request a package library which covers your subject will be assembled and mailed to you. A package library is what the name suggests—a collection of materials small enough to be sent through the mail. Since each request received by the Extension Library is given individual attention, special care is taken to gather pertinent and up-to-date material in order to make up for any restriction in quantity.

When requesting material please state as specifically as possible what phase of a subject is to be covered and when it will be needed. If you also mention the purpose for which the material is to be used, your package library will be collected with that requirement in mind.

You will find the services of the Extension Library of particular value to you if you are a member of any of the following groups.

## CLUBS

If you belong to adult educational groups such as women's clubs and parent-teacher, civic, business, and church organizations, you will find assistance in program planning aids, package libraries to provide information for specific study topics and discussion groups, book reviews, art prints, and drama and entertainment materials.

## SCHOOLS

If you are a superintendent, principal, teacher, or student who is handicapped by inadequate library facilities, the Extension Library can help you.

Students borrow package libraries for preparing reports, term papers, speeches, and debates and also obtain plays, readings, pageants, stunt and party suggestions.

Teachers and administrators write for professional books and articles for their own use and borrow the Library's occupational and vocational material for guidance projects.

For schools using the state high school debate and extempore speaking subjects, each year an extensive reference collection is assembled to provide for the needs throughout the year of all of the schools interested.

The art print collection, because of its variety, ease of handling, and moderate mailing cost, is especially useful in regular classroom work as well as for general school exhibits.

Individual students may make their own requests. However, if a number of loans is to be used by members of a school staff or class at the same time, a saving in time and transportation costs can be effected by having one person write for these in a single request letter. Postage costs are less per loan if several can be sent in one package.

## LIBRARIES

If you are a librarian, you may sometimes have requests for certain books, periodical references, or other materials which you can not supply for a patron. The Extension Library may be able to loan you these references. Practically all of the materials offered can at some time be of help to librarians in supplementing the resources of their own libraries.

A librarian may request that material be sent directly to a patron who will then be responsible for its return, or the loan may be handled entirely through the library. In the latter case, the librarian will take care of all arrangements with this library and thus avoid the confusion which results from a duplicate request.

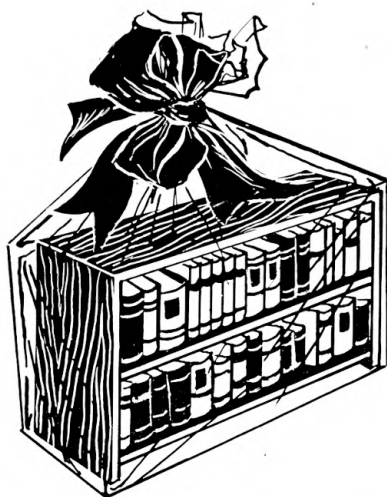
## INDIVIDUALS

If you as an individual wish to obtain information on some subject or locate specific articles or books which your own library does not have, you may write to the Extension Library. Books for leisure reading or advanced study and answers to such practical questions as how to refinish an old piece of furniture or how to remodel the kitchen are also provided.



# MATERIALS FOR YOUR USE

To familiarize you with the nature of the materials which the Extension Library provides, the principal features of each are described in some detail in the following paragraphs.



## PACKAGE LIBRARIES

The unit by which the majority of requests is answered is called a package library, a collection of reference materials dealing with a single subject. Usually it is composed of a dozen or two magazine clippings, several pamphlets or bulletins, and possibly a book or two. The package library may contain any or all of the materials mentioned, varying according to materials available and requirements of the particular subject requested. Topics of current interest can best be covered by the latest periodicals and pamphlets; those of general or historical character may need to be treated mainly or exclusively by books.

Each request is considered an individual reference problem, and each package library is assembled with consideration for the particular interests and needs of the borrower. Some type of material or advice concerning possible sources is available on nearly any subject. Comprehensive subjects may require more than one package library for adequate coverage.

# Union Calendar No. 533

84TH CONGRESS  
1ST SESSION

# H. R. 2840

[Report No. 1587]

## IN THE HOUSE OF REPRESENTATIVES

JANUARY 24, 1955

Mrs. GREEN of Oregon introduced the following bill; which was referred to the  
Committee on Education and Labor

JULY 29, 1955

Committed to the Committee of the Whole House on the State of the Union  
and ordered to be printed

# A BILL

To promote the further development of public library service  
in rural areas.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*  
3 That this Act may be cited as the “Library Services Act”.

#### 4 DECLARATION OF POLICY

5 SEC. 2. (a) It is the purpose of this Act to promote  
6 the further extension by the several States of public library  
7 services to rural areas without such services or with in-  
8 adequate services.

9 (b) The provisions of this Act shall not be so construed  
10 as to interfere with State and local initiative and responsi-  
11 bility in the conduct of public library services. The admin-

Union Calendar No. 533

84TH CONGRESS  
1ST SESSION

**H. R. 2840**

[Report No. 1587]

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# **A BILL**

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By Mrs. GREEN of Oregon

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JANUARY 24, 1955

Referred to the Committee on Education and Labor

JULY 29, 1955

Committed to the Committee of the Whole House on  
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1 istration of public libraries, the selection of personnel and  
2 library books and materials, and, insofar as consistent with  
3 the purposes of this Act, the determination of the best uses  
4 of the funds provided under this Act shall be reserved to  
5 the States and their local subdivisions.

6                   AUTHORIZATION OF APPROPRIATIONS

7       SEC. 3. There is hereby authorized to be appropriated  
8 for the fiscal year ending June 30, 1956, and for each of the  
9 four succeeding fiscal years the sum of \$7,500,000 which  
10 shall be used for making payments to States which have  
11 submitted and had approved by the Commissioner of Educa-  
12 tion (hereinafter referred to as the Commissioner) State  
13 plans for the further extension of public library services to  
14 rural areas without such services, or with inadequate services.

15                   ALLOTMENTS TO STATES

16       SEC. 4. (a) From the sums appropriated pursuant to  
17 section 3 for each fiscal year, the Commissioner shall allot  
18 \$10,000 to the Virgin Islands and \$40,000 to each of the  
19 other States, and shall allot to each State such part of the  
20 remainder of such sums as the rural population of the State  
21 bears to the rural population of the United States, according  
22 to the most recent decennial census.

23       (b) The amount of any allotment to a State under  
24 subsection (a) for any fiscal year remaining unpaid to such  
25 State at the end of such fiscal year shall be available for

1 payment to such State under section 6 until the end of the  
2 succeeding fiscal year. No payment to a State under section  
3 6 shall be made out of its allotment for any fiscal year until  
4 its allotment for the preceding fiscal year has been exhausted  
5 or has ceased to be available.

6 STATE PLANS

7 SEC. 5. (a) To be approved under this section, a State  
8 plan for the further extension of public library services to  
9 rural areas must—

10 (1) provide for the administration, or supervision  
11 of the administration, of the plan by the State library  
12 administrative agency, and provide that such agency  
13 will have adequate authority under State law to ad-  
14 minister the plan in accordance with its provisions and  
15 the provisions of this Act;

16 (2) provide for the receipt by the State treasurer  
17 (or, if there be no State treasurer, the officer exercising  
18 similar functions for the State) of all funds paid to the  
19 State pursuant to this Act and for the proper safe-  
20 guarding of such funds by such officer, provide that such  
21 fund shall be expended solely for the purposes for  
22 which paid, and provide for the repayment by the  
23 State to the United States of any such funds lost or  
24 diverted from the purposes for which paid;

25 (3) provide policies and methods of administra-

1       tion to be followed in using any funds made available  
2       for expenditure under the State plan, which policies and  
3       methods the State library administrative agency certifies  
4       will in its judgment assure use of such funds to maximum  
5       advantage in the further extension of public library  
6       services to rural areas without such services or with  
7       inadequate services;

8               (4) provide that the State library administrative  
9       agency will make such reports, in such form and con-  
10      taining such information, as the Commissioner may  
11      from time to time reasonably require; and

12              (5) provide that any library services furnished  
13      under the plan shall be made available free of charge  
14      under regulations prescribed by the State library ad-  
15      ministrative agency.

16              (b) The Commissioner shall approve any plan which  
17      fulfills the conditions specified in subsection (a) of this  
18      section.

19              (c) The determination of whether library services are  
20      inadequate in any area within any State shall be made  
21      by the State library administrative agency of such State.

22                                      PAYMENTS TO STATES

23              SEC. 6. (a) From the allotments available therefor  
24      under section 4, the Secretary of the Treasury shall from  
25      time to time pay to each State which has a plan approved



1 under section 5 an amount computed as provided in subsec-  
2 tion (b) of this section, equal to the Federal share of the total  
3 sums expended by the State and its political subdivisions  
4 under such plan during the period for which such payment  
5 was made, except that no payments shall be made to any  
6 State from its allotment for any fiscal year unless and until  
7 the Commissioner finds that (1) there will be available for  
8 expenditure under the plan from State or local sources dur-  
9 ing the fiscal year for which the allotment is made (A)  
10 sums sufficient to enable the State to receive under this sec-  
11 tion payments in an amount not less than \$10,000 in the  
12 case of the Virgin Islands and \$40,000 in the case of any  
13 other State, and (B) not less than the total amount actually  
14 expended, in the areas covered by the plan for such year,  
15 for public library services from such sources in the fiscal  
16 year ending June 30, 1955, and (2) there will be available  
17 for expenditure for public library services from State sources  
18 during the fiscal year for which the allotment is made  
19 not less than the total amount actually expended for public  
20 library services from such sources in the fiscal year ending  
21 June 30, 1955.

22 (b) The Commissioner shall from time to time, but  
23 not less often than semiannually, and prior to the period for  
24 which a payment is to be made, estimate the amount, within

1 the balance of the allotments for each State, which may  
2 be necessary to pay the Federal share of the total expendi-  
3 tures for carrying out the approved State plan for such period.  
4 The Commissioner shall certify to the Secretary of the  
5 Treasury the amount so determined, reduced or increased  
6 as the case may be by the amount by which he finds that  
7 his estimate for any prior period was greater or less than  
8 the amount which should have been paid to the State for  
9 such period. The Secretary of the Treasury shall there-  
10 upon, prior to audit or settlement by the General Accounting  
11 Office, pay to the State, at the time or times fixed by the  
12 Commissioner, the amount so certified.

13 (c) For the purposes of this section the "Federal  
14 share" for any State shall be 100 per centum less the State  
15 percentage and the State percentage shall be that percentage  
16 which bears the same ratio to 50 per centum as the per  
17 capita income of such State bears to the per capita income  
18 of the continental United States (excluding Alaska), ex-  
19 cept that (1) the Federal share shall in no case be more  
20 than 66 per centum or less than 33 per centum, and (2)  
21 the Federal share for Hawaii shall be 50 per centum and  
22 for Alaska, Puerto Rico, and the Virgin Islands shall be  
23 66 per centum.

24 (d) The "Federal share" for each State shall be pro-

1 mulgated by the Commissioner between July 1 and August  
2 31 of each even-numbered year, on the basis of the average  
3 of the per capita incomes of the States and of the conti-  
4 nental United States (excluding Alaska) for the three most  
5 recent consecutive years for which satisfactory data are  
6 available from the Department of Commerce. Such pro-  
7 mulgation shall be conclusive for each of the two fiscal years  
8 in the period beginning July 1 next succeeding such pro-  
9 mulgation: *Provided*, That the Commissioner shall promul-  
10 gate such percentages as soon as possible after the enactment  
11 of this Act to be effective until July 1, 1956.

12 (e) No portion of any money paid to a State under  
13 this Act shall be applied, directly or indirectly, to the pur-  
14 chase or erection of any building or buildings, or for the  
15 purchase of any land.

16 (f) No portion of any money paid to a State under  
17 this Act shall be used, directly or indirectly, to provide or  
18 improve library services in any area other than a rural area;  
19 except that nothing contained herein shall be construed to  
20 prohibit the utilization of such money by public libraries in  
21 nonrural areas for the exclusive purpose of extending public  
22 library services to rural areas, if such utilization has been  
23 provided for in an approved State plan covering the areas  
24 affected.

1 ~~1997, but I don't know~~ **WITHHOLDING** ~~and I don't know~~

2 ~~1997~~ SEC. 7. If the Commissioner finds after reasonable notice  
3 and opportunity for hearing to the State agency administer-  
4 ing or supervising the administration of the State plan  
5 approved under this Act, that the State plan has been so  
6 changed that it no longer complies with the requirements  
7 of this Act or that in the administration of the plan there is  
8 a failure to comply substantially with the provisions required  
9 to be included in the plan, he shall notify such State agency  
10 that further payments will not be made to the State under  
11 this Act until he is satisfied that there is no longer any such  
12 failure to comply. Until he is so satisfied, he shall make no  
13 further certification to the Secretary of the Treasury with  
14 respect to such State. ~~and I don't know~~

15

#### ADMINISTRATION ~~and I don't know~~

16 SEC. 8. (a) The Commissioner shall administer this  
17 Act under the supervision and direction of the Secretary of  
18 Health, Education, and Welfare, and shall, with the ap-  
19 proval of the Secretary, prescribe such regulations as may  
20 be necessary for the administration of this Act. ~~and I don't know~~

21 (b) The Commissioner is also authorized to make such  
22 studies, investigations, and reports as may be necessary or  
23 appropriate to carry out the purposes of this Act, including  
24 periodic reports for public distribution as to the values,

1 methods, and results of various State demonstrations of public  
2 library services in rural areas undertaken under this Act.

3 (c) There are hereby authorized to be appropriated  
4 for expenses of administration such sums as may be necessary  
5 to carry out the functions of the Secretary and the Com-  
6 missioner under this Act.

7 DEFINITIONS

8 SEC. 9. For the purposes of this Act—

9 (a) The term “State” means a State, Alaska, Hawaii,  
10 Puerto Rico, or the Virgin Islands;

11 (b) The term “State library administrative agency”  
12 means the official State agency charged by State law with  
13 the extension and development of public library services  
14 throughout the State;

15 (c) The term “public library” means a library that  
16 serves free all residents of a community, district, or region,  
17 and receives its financial support in whole or in part from  
18 public funds;

19 (d) The term “Secretary” means the Secretary of  
20 Health, Education, and Welfare; and

21 (e) The term “rural area” does not include an in-  
22 corporated or unincorporated town having a population of  
23 more than ten thousand persons.

84TH CONGRESS  
1st Session

HOUSE OF REPRESENTATIVES

REPORT  
No. 1587

## FEDERAL AID FOR LIBRARY SERVICE IN RURAL AREAS

JULY 29, 1955.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. BARDEN, from the Committee on Education and Labor, submitted the following

## REPORT

[To accompany H. R. 2840]

The Committee on Education and Labor, to whom was referred the bill (H. R. 2840) to promote the further development of public-library service in rural areas, having considered the same, report favorably thereon, and recommend that the bill do pass.

## GENERAL STATEMENT

During the 1st session of the 84th Congress 28 bills designed to promote the further development of public-library services in rural areas were introduced and referred to the Committee on Education and Labor. Practically all of these bills were identical to H. R. 2840. On May 6, 1955, the chairman appointed a subcommittee to hold hearings and consider the proposed legislation on this subject. The subcommittee consisted of the following: Hon. Phil Landrum, chairman, Hon. Lee Metcalf, Hon. Edith Green, Hon. Sam Coon, and Hon. Orvin B. Fjare.

During the hearings held by the subcommittee some rather significant information was revealed regarding the availability and adequacy of library services. All of the witnesses stressed the important role of library services in our Nation today and the need to improve and extend these services in rural areas. Most of them stated that the proposed legislation, which would provide stimulation on the part of the Federal Government for a limited period, would in their opinion be sufficient to demonstrate the value of adequate library services and that as a result the program would be carried on in the future by State and local communities without Federal assistance.

There can be no question that the free, tax-supported library, where it has been adequately supported, is an integral part of public education in the many communities where it exists. The library has supplemented and worked with the public schools so that the children of most communities have an integrated book program. These library facilities are important to schoolchildren during the school year as well as during the summer time when reading programs are provided. Actually the public library has been a bulwark against juvenile delinquency and has been a positive force against the bad effects of vicious comic books.

55006

FROM THE OFFICE OF  
**Rep. Wm. H. Avery**  
1st DISTRICT, KANSAS



The public library offers opportunity for adults, regardless of the amount of formal education, to carry on continuing education throughout their lives. With the many complex problems facing our people today, the national welfare requires that a well-stocked library, as a headquarters for unbiased fact, be available to all of our people. As the educational level rises, more people use libraries. Therefore, the needs and demands for adequate library services are now greater than ever. Altogether, the public library performs a practical operating function in our educational processes, our cultural evolution, our economic activities, and our political and social development.

The hearings revealed that many citizens do not have this essential service. Witnesses stated that about 27 million people in the United States are without access to local public-library services of any kind and that 90 percent of this group live in rural areas. Of the approximately 3,000 counties in the United States, 404 do not have a single public library within their borders and in only 3 States—Delaware, Massachusetts, and Rhode Island—does local public-library service reach every resident. The problem actually spreads throughout the country. In addition to the people who have no service, about 53 million others have inadequate local public-library services. For example, of the 7,500 library systems in the Nation, 60 percent have less than \$4,000 per year for operating expenses, and 77 percent have less than \$10,000 per year. Although only 24 States make direct grants to local public libraries all but 2 provide some help to local communities such as advisory and technical assistance, bookmobile service, and loans of books. According to a study made by the American Library Association, it takes \$1.50 per capita to render minimum library services. Many rural areas throughout the country are unable to finance good service because of sparse population and tax limitations, and as a result have no service at all or inadequate service. Public-library service agencies are small as compared with the other policymaking or law enforcement agencies and by the nature of their service they do not attract or provide reasons for pressure group legislation in competition for the tax dollar.

Most of our large urban areas have done a good job in providing library services and it was interesting to note that representatives from metropolitan areas appearing before the committee were anxious that good service be provided to rural areas. They testified in favor of this bill even though their own particular communities would not receive any direct benefits from the program. They were convinced that a 5-year program would be sufficient to demonstrate the practical values of library services and that after the 5-year period the States and local communities would continue and support the service from their own funds.

#### SIGNIFICANT PROVISIONS

H. R. 2840 authorizes an appropriation of \$7,500,000 a year for a 5-year period. The money appropriated will be allotted to the States in the following manner: Each State will receive a basic allotment of \$40,000, except the Virgin Islands, which will receive a basic allotment of \$10,000. The balance of the appropriation will be divided among the States on the basis of their rural population as compared with the rural population of the United States. The allotment for each State must be matched by the State on the basis of the per capita income of the State as compared with the national capita income.

*Allotments to States under Library Services Act for fiscal year ending June 30, 1956, together with related data*

State and outlying part (1)	Federal allotment			Matching expenditure from State and local funds <sup>1</sup>	Rural population <sup>2</sup>		Average per capita income, calendar years 1951-53	State per-centage <sup>3</sup>	Federal per-centage <sup>4</sup>
	Basic allotment (2)	Allotment from remaining funds (3)	Total Federal allotment (4)		Number (6)	Percent (7)			
United States and outlying parts.....	\$2,050,000	\$5,450,000	\$7,500,000	\$6,879,594	55,540,333	100.00	\$1,645	547.84	52.16
Continental United States.....	1,920,000	5,395,325	7,315,325	6,706,179	53,964,053	97.16		48.17	51.83
Alabama.....	40,000	189,495	209,495	107,922	1,727,304	3.11	995	34.00	66.00
Arizona.....	40,000	72,621	112,621	58,725	1,471,332	2.60	1,471	44.71	55.29
Arkansas.....	40,000	125,444	165,444	85,220	1,278,388	2.30	1,943	34.00	66.00
California.....	40,000	199,598	239,598	362,105	2,034,081	3.66	1,980	60.18	39.82
Colorado.....	40,000	88,108	128,108	85,572	1,490,264	.88	1,621	46.27	53.73
Connecticut.....	40,000	43,444	83,444	145,358	442,736	.80	2,050	63.53	36.47
Delaware.....	40,000	11,637	51,637	104,839	118,589	.21	2,234	67.00	33.00
Florida.....	40,000	95,211	135,211	90,861	1,949,902	1.71	1,334	40.55	59.45
Georgia.....	40,000	184,168	224,168	119,016	1,876,840	3.38	1,141	34.68	65.32
Idaho.....	40,000	32,776	72,776	55,464	1,334,015	.60	1,423	43.25	56.75
Illinois.....	40,000	190,726	230,726	358,612	1,943,671	3.50	2,002	60.85	39.15
Indiana.....	40,000	154,385	194,385	211,175	1,573,316	2.83	1,713	52.07	47.93
Iowa.....	40,000	134,096	174,096	152,477	1,366,558	2.46	1,536	46.69	53.31
Kansas.....	40,000	88,921	128,921	114,005	906,188	1.63	1,544	46.93	53.07
Kentucky.....	40,000	189,815	229,815	114,261	1,842,069	3.32	1,122	36.57	63.43
Louisiana.....	40,000	118,455	158,455	91,356	1,207,166	2.17	1,203	38.10	61.90
Maine.....	40,000	45,237	85,237	56,329	440,625	.79	1,328	33.57	66.43
Maryland.....	40,000	70,164	110,164	129,531	715,034	1.29	1,778	40.36	59.64
Massachusetts.....	40,000	111,098	151,098	128,131	724,554	1.30	1,762	53.56	46.44
Michigan.....	40,000	179,854	219,854	285,555	1,830,124	3.30	1,860	46.33	53.67
Minnesota.....	40,000	132,972	172,972	145,968	1,355,098	2.44	1,919	34.77	65.23
Mississippi.....	40,000	153,950	193,950	99,914	1,568,853	2.52	1,508	48.57	51.43
Missouri.....	40,000	148,736	188,736	173,030	1,330,790	2.70	1,706	51.85	48.15
Montana.....	40,000	32,400	72,400	62,045	330,735	.60	1,542	46.87	53.13
Nebraska.....	40,000	68,609	108,609	90,045	700,835	1.26	1,772	66.02	33.98
Nevada.....	40,000	46,635	86,635	90,235	65,612	.12	2,172	47.11	52.89
New Hampshire.....	40,000	22,015	62,015	55,238	224,355	.40	1,550	60.39	39.61
New Jersey.....	40,000	63,015	103,015	157,606	645,539	1.16	1,987	40.15	59.85
New Mexico.....	40,000	33,078	73,078	48,997	336,082	.61	1,821	63.04	36.96
New York.....	40,000	299,204	339,204	425,049	2,131,972	3.84	2,074	34.00	66.00
North Carolina.....	40,000	263,534	303,534	156,366	2,685,612	4.84	1,066	38.54	61.46
North Dakota.....	40,000	44,386	84,386	55,187	452,329	.81	1,301	37.54	62.46
Oklahoma.....	40,000	231,059	271,059	367,328	2,354,701	4.24	1,893	38.06	61.94
Oklahoma.....	40,000	106,811	146,811	92,529	1,088,495	1.96	1,272	38.06	61.94

See footnotes at end of table.

Allotments to States under Library Services Act for fiscal year ending June 30, 1956, together with related data—Continued

State and outlying part (1)	Federal allotment			Matching expenditure from State and local funds <sup>1</sup>	Rural population <sup>2</sup>		Average per capita income, calendar years 1951-53	State percentage <sup>3</sup>	Federal percentage <sup>4</sup>
	Basic allotment (2)	Total Federal allotment			Number (6)	Percent (7)			
		Allotment from remaining funds (3)	(4)						
Continental United States—Continued									
Oregon.....	\$40,000	\$68,530	\$108,530	\$116,309	698,378	1.26	1,702	51.73	48.27
Pennsylvania.....	40,000	302,620	342,620	384,667	3,084,045	5.55	1,740	52.89	47.11
Rhode Island.....	40,000	11,761	51,761	58,941	119,851	.22	1,694	51.49	48.51
South Carolina.....	40,000	131,328	171,328	88,260	1,338,352	2.41	1,055	34.00	66.00
South Dakota.....	40,000	82,632	122,632	77,779	434,457	.78	1,354	41.15	58.85
Tennessee.....	40,000	179,899	219,899	114,599	1,833,334	3.80	1,127	34.26	65.74
Texas.....	40,000	280,722	320,722	249,958	2,860,808	5.15	1,441	43.80	56.20
Utah.....	40,000	23,211	63,211	50,991	236,541	.43	1,469	44.65	55.35
Vermont.....	40,000	23,411	63,411	44,320	238,578	.43	1,350	41.03	58.97
Virginia.....	40,000	172,089	212,089	142,812	1,753,742	3.16	1,324	40.24	59.76
Washington.....	40,000	85,964	125,964	154,267	876,051	1.88	1,811	55.05	44.95
West Virginia.....	40,000	128,232	168,232	99,781	1,306,793	2.35	1,225	37.23	62.77
Wisconsin.....	40,000	141,620	181,620	187,676	1,443,229	2.60	1,672	50.82	49.18
Wyoming.....	40,000	14,468	54,468	56,759	147,446	.27	1,679	51.03	48.97
Outlying parts of United States.....	130,000	154,675	284,675	173,415	1,576,280	2.84	---	37.86	62.14
Alaska.....	40,000	9,261	49,261	25,377	94,381	.17	---	34.00	66.00
American Samoa.....	---	---	---	---	---	---	---	---	---
Canal Zone.....	---	---	---	---	---	---	---	---	---
Guam.....	---	---	---	---	---	---	---	---	---
Hawaii.....	40,000	15,202	55,202	55,202	154,925	.28	---	50.00	50.00
Puerto Rico.....	40,000	129,124	169,124	87,124	1,315,890	2.37	---	34.00	66.00
Virgin Islands.....	10,000	1,088	11,088	5,712	11,084	.02	---	34.00	66.00

<sup>1</sup> This column gives the expenditure required from State and local funds, if the State is to receive the total Federal allotment specified in col. 4.

<sup>2</sup> As recorded in the most recent Federal decennial census (April 1950).

<sup>3</sup> The State percentage is "that percentage which bears the same ratio to 50 percent as the per capita income of that State bears to the per capita income of the continental United States (excluding Alaska)". *Provided*, That (a) no State percentage shall fall below 34 percent nor exceed 67 percent, and that (b) the State percentage for Hawaii shall be 50 percent, and for Alaska, Puerto Rico, and the Virgin Islands shall be 34 percent. "Per capita income" is "the average of the per capita incomes of the States and of the continental United States (excluding Alaska) for the 3 most recent consecutive years for which satisfactory data are available from the Department of Commerce" (currently the "3 most recent consecutive years" are 1951, 1952, and 1953).

<sup>4</sup> The Federal percentage for any State is "100 percent less the State percentage."

<sup>5</sup> The Federal share shall in no case be more than 66 percent or less than 33 percent.

Quotient of \$6,879,594 (amount from State and local funds for United States and

outlying parts) ÷ \$14,379,594 (sum of Federal allotments plus the sum of matching expenditures from State and local funds, for United States and outlying parts).

<sup>6</sup> Quotient of \$7,400,000 (amount of Federal allotments for United States and outlying parts) ÷ \$14,379,594 (sum of Federal allotments plus the sum of matching expenditures from State and local funds, for United States and outlying parts).

<sup>7</sup> Quotient of \$6,705,179 (amount from State and local funds for continental United States) ÷ \$13,921,504 (sum of Federal allotments plus the sum of matching expenditures from State and local funds, for continental United States).

<sup>8</sup> Quotient of \$7,215,325 (amount of Federal allotments for continental United States) ÷ \$13,921,504 (sum of Federal allotments plus the sum of matching expenditures from State and local funds, for continental United States).

Source: Calculations made in Department of Health, Education, and Welfare, Office of Education, Research and Statistical Standards Section, Feb. 17, 1955.

By definition in the bill a rural area is any incorporated or unincorporated place of 10,000 population or less. Under the provisions of the bill a State is not permitted to use any portion of the Federal grant directly or indirectly for the purchase or erection of buildings or for the purchase of land.

In order to receive funds each State must prepare a State plan for the further extension of public-library services to be submitted to the Commissioner of Education, who is required to approve the State plan if submitted to him by the authorized State agency and if the plan complies with the specifications set forth in the act. The State plan may use any method for extending public-library services that it determines will use the funds to maximum advantage. The State plan may make use of public libraries in local rural areas so long as the funds granted under the bill go for the extension of public-library services to adjacent areas. The State has complete authority in the selection of books, materials and personnel and the determination as to whether or not library services are inadequate will be made by the State library agency. In order to be eligible a State plan must certify that the State appropriation to the State library agency has not been reduced below that of the year previous to the one in which Federal funds are to be received.

#### CONCLUSION

The majority of the Committee on Education and Labor believes that this bill will stimulate the States to greater action in the development of library services in rural areas, just as Federal funds have done in the case of vocational education, highways, agriculture, and health programs, and that at the end of the 5-year period there will be no need for further Federal assistance in this field.

#### SECTION-BY-SECTION ANALYSIS

##### SHORT TITLE

Section 1: This section of the bill provides that it may be cited as the Library Services Act.

##### DECLARATION OF POLICY

Section 2: (a) The purpose of the bill is to stimulate the States to extend public-library services to rural areas—small towns, villages, and farming communities—now without such services or with inadequate services. By definition, no incorporated or unincorporated town with a population of more than 10,000 is eligible as a rural area.

(b) Specific safeguards are set up to prevent Federal control. The bill stipulates that the States and local communities are to have full power over the management of the public-library services carried on with the aid of the Federal grants, over the appointment of librarians and other library workers, and over the selection of books, periodicals, films, recordings, and other library materials. In addition, the States and local communities are, insofar as consistent with the purposes of the bill, to determine what constitutes the best use of the funds in attaining the objectives of the legislation. Furthermore, under section 5 (c), the State library administrative agency is given the authority to decide which areas in the State have inadequate library service.

## AUTHORIZATION OF APPROPRIATIONS

Section 3: This section authorizes an annual appropriation of \$7,500,000 to the States for a 5-year period, beginning with the fiscal year ending June 30, 1956. In order to receive the payments, a State must submit to and have approved by the Commissioner of Education a State plan for the further extension of public-library services to rural areas, which have either no service or else inadequate service.

## ALLOTMENTS TO STATES

Section 4, (a) Of the amount appropriated each fiscal year during the 5-year period, the Commissioner of Education would allot \$10,000 to the Virgin Islands and \$40,000 to each of the other States. The remainder, after these initial allotments, would be allotted to the States on the basis of their relative rural populations, according to the 1950 decennial census.

(b) If any part of the allotment to a State remains unpaid at the end of a fiscal year, it would be available until the end of the next fiscal year for payment to the State in accordance with the provisions governing the payments to the State as set forth in section 6. A State must exhaust this carried-over allotment before it can receive any payment out of the allotment in the following fiscal year.

## STATE PLANS

Section 5: (a) In order to receive approval, a State plan for the further extension of public-library services must:

1. Provide for the administration, or the supervision of the administration, of the plan by the State library administrative agency (defined as the official State agency charged by State law with the extension and development of public-library services throughout the State). It must show that this State agency has adequate authority under the State law to administer the plan in accordance with its proposals and the provisions of the bill.

2. Provide for the receipt and safekeeping by the appropriate State officer of all funds paid to the State under the terms of this bill. Provision must be made also for guaranteeing that the funds will be expended solely for the purpose of the bill and for the repayment by the States to the United States of any funds which are lost or not spent in accordance with the purposes of the bill.

3. Provide policies and administrative methods to be followed in using any funds made available for expenditure under the State plan for extending public-library services to rural areas. The State library agency administering the plan must certify that the policies and methods proposed will, in its judgment, assure the use of the funds to maximum advantage in attaining the objectives of the bill.

4. Provide that the State library administrative agency will make such reports as the Commissioner of Education may reasonably require from time to time.

5. Provide that any public-library services furnished to an area under the plan shall be made available free of charge, under such regulations as may be prescribed by the State library administrative agency.



(b) This subsection requires the Commissioner of Education to approve any State plan meeting the above conditions.

(c) As indicated above, this subsection leaves to the State library administrative agency the determination of whether library services are inadequate in any area.

#### PAYMENTS TO STATES

Section 6: (a) The Secretary of the Treasury would pay from time to time to each State with an approved plan an amount equal to the Federal share of the total sums expended by the State and local communities under the plan for extending public-library services to the rural areas covered by the plan. No payment would be made to a State until the Commissioner of Education finds for the fiscal year in question that—

1. The State or local communities will have available sufficient funds to entitle them to receive at least the minimum Federal allotment of \$40,000 (\$10,000 in the case of the Virgin Islands).

2. That the total amount available for public-library services from State and local sources in the area covered by the plan for the fiscal year in question will not be less than the total amount actually expended for public-library services from State and local sources for the fiscal year ending June 30, 1955.

3. That the amount of State aid for public-library services in the fiscal year under consideration will not be reduced below the amount of State aid actually expended for public-library services for the fiscal year ending June 30, 1955.

(b) The Commissioner of Education would be required, at least semiannually and prior to the period for which a payment is to be made, to estimate the amount which may be needed to pay the Federal share of expenditures for carrying out the approved State plan for the period in question. The Commissioner would then certify to the Secretary of the Treasury this estimated amount, reduced or increased to take account of any errors in the estimates for any prior periods for which adjustment has not already been made under this subsection. The Secretary of the Treasury is required to pay to the State, prior to audit or settlement by the General Accounting Office, the amount certified by the Commissioner and at the time or times fixed by him.

(c) In the calculation of the Federal share of the total expenditures for carrying out an approved State plan, the formula used for the purpose of matching takes into account the relative ability of the States to pay. The Federal share for any State would be 100 percent less the State percentage. The State percentage is that percentage which bears the same ratio to 50 percent as the per capita income of that State bears to the per capita income of the continental United States (excluding Alaska).

There would be, however, a minimum and a maximum on the Federal share. In no case can it be more than 66 percent nor less than 33 percent. Furthermore, the Federal share in the case of Hawaii is to be 50 percent, and in the case of Alaska, Puerto Rico, and the Virgin Islands, it is to be 66 percent.

(d) The Commissioner of Education would be required to announce officially between July 1 and August 31 of each even-numbered year the Federal percentage of the total expenditure for public-library



services under the plan for each State. This Federal percentage would be calculated on the basis of the averages of the per capita incomes of States and of the continental United States (excluding Alaska) for the three most recent consecutive years for which satisfactory data are available from the Department of Commerce. Such official announcement would be in effect for each of the 2 fiscal years beginning with the first July 1 which follows the official announcement establishing the Federal percentage. The Commissioner would be required, however, to announce the Federal percentages as soon as possible after the enactment of the Library Services Act, and these percentages would be in effect until July 1, 1956.

(e) States are prohibited from using, directly or indirectly, any Federal funds paid under the bill for purchasing or erecting any building or buildings, or purchasing any land.

(f) Federal funds under the bill can be used only to provide or improve public-library services in rural areas. These areas do not include any incorporated or unincorporated town with a population of more than 10,000. However, the State library agencies may utilize existing public libraries in urban areas in expending funds to extend library service to the rural areas, provided such a proposal has been included in the approved State plan.

#### WITHHOLDING

Section 7: The Commissioner must withhold further payments to a State, if he finds (1) that the State plan has been so changed as to be no longer in accordance with the requirements set forth in section 5 of the bill, or (2) that there has been a failure to comply substantially with the provisions required under section 5 to be included in the State plan. Before such action is taken, the Commissioner must give reasonable notice and opportunity for a hearing to the State agency administering or supervising the administration of the previously approved State plan. The Commissioner is required to make no further certification to the Secretary of the Treasury until he is satisfied that the State is no longer failing to comply with the requirements of the bill.

#### ADMINISTRATION

Section 8: (a) The Commissioner of Education would administer the bill under the supervision and direction of the Secretary of Health, Education, and Welfare and would issue, with the approval of the Secretary, such regulations as might be necessary for the administration of the bill.

(b) The Commissioner would be authorized also to make such studies, investigations, and reports as might be necessary to carry out the purposes of the bill. This would include, among other things, periodic reports for public distribution on the values, methods, and results of the various State demonstrations of public-library services in rural areas, undertaken under this bill.

(c) Authorization would be given for the appropriation of such sums as are necessary to enable the Secretary of Health, Education, and Welfare and the Commissioner of Education to carry out the functions required by the bill.

## DEFINITIONS

Section 9. This section contains definitions of various terms used in the bill.

(a) The term "State" is defined to include also Alaska, Hawaii, Puerto Rico, and the Virgin Islands.

(b) The term "State library administrative agency" is defined as the official State agency charged by State law with extension and improvement of public-library services throughout the State.

(c) The term "public library" is defined to mean a library that serves all residents of a community, district, or region free of charge and receives its financial support in whole or in part from public funds.

(d) The term "Secretary" means the Secretary of Health, Education, and Welfare.

(e) The term "rural area" is defined as not including an incorporated or unincorporated town with a population of over 10,000.



SURVEY OF AVAILABILITY OF BOOKS

This survey, with the cooperation of the Kansas Library Association and Division of Extension, Kansas State College, is being conducted in Home Demonstration Units in Wabaunsee, Riley, Geary and Pottawatomie Counties. The purpose of the survey is to determine the availability of books to members and whether they are interested in increasing library services to their communities.

The chairman of each HDU is respectfully requested to poll the members on each question (below), at your next meeting, record their responses and return this form to Miss Georgiana Smurthwaite, Department of Home Economics, Division of Extension, Kansas State College, Manhattan, Kansas.

	<u>YES</u>	<u>NO</u>
( Sample question: How many of you read books? )	12	3
	<u>YES</u>	<u>NO</u>
1. How many of you belong to a book club?(receive books regularly)....	_____	_____
Does anyone belong to more than one book club? .....	_____	_____
2. Do your children (if living at home) belong to a book club?.....	_____	_____
3. Do you borrow books from:		
The Kansas Traveling Libraries Commission? .....	_____	_____
A nearby library (within 10 miles).....	_____	_____
A library farther away (more than 10 miles) .....	_____	_____
4. Do you borrow maps, phonograph records, films, discussion materials, etc., from any library center in Kansas? .....	_____	_____
If not, would such services be useful to you? ,.....	_____	_____
5. How many of you feel public library services need to be increased in your community? .....	_____	_____
6. Would you be interested in, and willing to attend, a county-wide meeting to discuss expanding library services in this county? .....	_____	_____

If any "Yeses," to No. 6, please list names and addresses of those to receive notice if such a meeting is called. (Use the other side if necessary):

<u>Name</u>	<u>Address</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**A STUDY OF THE SOCIAL AND  
EDUCATIONAL INTERESTS OF SOME KANSAS RESIDENTS  
AND THEIR NEED FOR LIBRARY SERVICE**

by

**EDITH MARY RIDGEWAY**

B.A., College of Emporia, 1927  
B.S. in L.S., University of Illinois, 1940

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**AN ABSTRACT OF A THESIS**

submitted in partial fulfillment of the

requirements for the degree

**MASTER OF SCIENCE**

Department of Education

**KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE**

1956



This study was made for the purpose of determining the value and need of the extension library service as a part of the organization of the Kansas State College Library. The number of extension library requests had decreased in this particular library, although other phases of extension work were a vital part of this college's services to the residents of the state.

The objectives of the study were based on the following six questions concerning the extension library service of this library:

What per cent of requests received from residents of Kansas have been filled at Kansas State College each year during the two ten-year periods?

How does the total number of requests compare during these periods?

Are the extension library requests mainly from adults or public school borrowers?

Which areas of the state send in the largest number of requests?

Have there been any definite trends in subject area interest during these periods?

What special library needs are shown by the Tri-County Survey?

The first phase of the study consisted of reading available literature on extension library services in other states. A file of extension request letters which had been kept in the Reference Department of the college library were used as a basis for judging the value of this service. These letters were

analyzed for volume of requests, source of requests, and subject interests of the borrowers. Visits were made to the campuses of two other state educational institutions to observe and collect data on their extension library services. The William Allen White Library at the Kansas State Teachers College of Emporia, and the University of Kansas Extension Library were visited. A brief survey was made of the history of these two institutions, as well as of Kansas State College in an effort to determine the background and philosophy of university extension library service in this state. Statistics from the three institutions were compared in order to determine the need for this type of library service.

The Federal Library Services Bill was pending in Congress during the writing of this paper. Since it was concerned with library service to the same group of rural people, its provisions, the Kansas Library plan, and the Tri-County survey were included in this study.

The following conclusions were reached:

The percentage of requests filled by the Kansas State College Library declined from 73 per cent in the first ten-year period to 58 per cent in the second.

The largest per cent of requests filled during any one fiscal year was 81.4 per cent in the years 1931/32 and 1937/38.

The smallest per cent of requests filled during any one fiscal year was 42.3 per cent in 1953/54, the last year of the study.

The total number of requests during the first period was



2,053, while the total number during the second period was 902, or a decline of 1,151.

The largest number of requests seemed to have come from adult borrowers. Over 30 per cent of the requests during each of the two periods were from club women asking for program information, and since the miscellaneous group, also over 30 per cent, were presumably adults, these two groups would total between 60 and 70 per cent of the requests.

With a few exceptions, nearby counties sent in the largest number of requests.

The coverage was nearly state-wide during the first period as 102 counties sent in some requests, while 96 counties sent in requests during the second period.

As a result of studying the county breakdown of student enrollment for the four state institutions, it appears that there was no definite correlation between the county enrollments and the extension library requests.

During the first ten years, the largest percentage of requests came for material in the subject fields of economics and sociology, with literature, science, and fine arts next in demand.

During the second ten years, requests for material in the subject areas of history, law, and government were highest, with geography, travel and fine arts second. The influence of war and an interest in international affairs may have had an effect on the subject interest during these years.

Since the demand for materials in agriculture, home economics,

veterinary medicine, and engineering were not particularly high, it appeared that the subject specialization of the college did not influence the number of requests.

In both ten-year periods, the largest percentages of regrets came in the subject fields of greatest demand, which showed a need for more available materials in these areas.

The comparisons of the number of requests to Emporia State Teachers College, and to Kansas State College as shown in Table 14, pointed out a definite decline between the first five years and the last five years studied for both institutions. This comparison was important to the study because both of these institutions maintained the extension library service as a part of the work of the college library, and used the regular library collection as the source of materials.

The Emporia statistics were higher in all instances, except for the number of towns and counties served during the last year, than the Kansas State College statistics. This may have been influenced by the fact that one staff member at Emporia was definitely designated as extension librarian. In this type of organization the extension librarian could keep more accurate statistics including an account of the materials charged to off-campus borrowers over the library desk, as well as those requested by letter. The extension librarian could give more efficient service since she was provided a definite time to do this type of reference work.

In the comparison of extension library statistics between Kansas State College Library and the University of Kansas Extension

Library, the University of Kansas service far surpassed the Kansas State service in all respects. This was a good indication of the value of a definitely designated book collection with its own budget appropriation, and of a library staff appointed to service this type of library.

The large and increasing number of requests to the University of Kansas Extension Library did not seem to be influenced by the charge of the small service fee of 25 cents per package library. In a volume of 4,000 package libraries per year, sent to patrons over the state, this fee would amount to \$1,000 and would be an aid in the collection and maintenance of the materials needed for this type of service.

The number of publications distributed by the Kansas State College Extension Service by mail, through conferences, and the work of the field workers in this division, showed the need and interest of the rural people in this type of information.

The data of the Tri-County Survey showed the interest of the rural people in library service. However, the answers to several of the questions showed a lack of comprehension of the services which can be furnished by libraries to the rural residents.

The findings of this study indicated a definite need of library service for Kansas rural residents. The state school laws have aided in the organization and growth of the school libraries in the state. As these libraries become better equipped and administered, they will be able to more nearly meet the demands of the public school personnel in their needs for

supplementary materials.

The adults of the state will continue the need for more library service. In order to obtain this service, increased expenditures will be necessary to maintain existing services and organize new institutions.

Extension library services should be maintained at the various state institutions with emphasis placed on giving library service in the subject specialization of the college or university.

The extension library service should be organized as a separate unit with its own staff, book collection, and operational budget. It should be under the supervision of the university library administration, or under the supervision of the extension division of the university. In either type of administration, the extension library should have the privilege of use of the available resources of the university library to supplement its own resources.

The university extension library service should have a definite budget appropriation, which will be used to purchase and service books and other informational materials. A small service fee may be charged for each loan, which will aid in defraying the operational expenses of the service.

Public library services should be expanded to help take care of the adult education, and leisure reading needs of the community. Communities without adequate resources should be encouraged to take advantage of the resources provided through the provisions of the Federal Library Services Bill.

Communities which are not alert to the opportunities offered them in library service should be encouraged to secure information which will be available to them as the results of projects such as the Ottawa Library-Community Project. They should be encouraged to take part in regional surveys in order to find out their own resources and needs.

